University of Alberta

International Activities of Universities

by

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Abstract

The process of internationalization is one that has gained a large amount of support from universities around the world. This study probes the international activities, programs and policies of universities which are attempting to become more internationalized. Through a survey, questionnaire and interviews, participants outlined the process of internationalization. This study found that this process is a priority for many institutions, however, in many cases the structures and policies have not been defined to help guide them. This study also demonstrated that study abroad and foreign student programs are still the most common international activities at institutions, however programs such as curriculum development and faculty development, are not widely practiced. As institutions seek to develop international standards of recognition, they will continue to cooperate to establish collectively international standards of excellence to which they can aspire.

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CHAPTER ONE

Introduction

> Each day, with each new technological advance, our world grows smaller. We are asked to expand the boundaries of our knowledge and reshape our perception of other societies and people. Education and developing international relationships through initiatives such as student exchanges, use of internet, cooperative faculty programs, are vital keys in this process (Romeo LeBlanc, Governor General of Canada, September 1996).

In this ever increasing global world, universities are becoming major players in the international arena. What are the criteria that shape the global university and its international programs?

IDENTIFICATION OF THE PROBLEM

In today's world, cooperation among countries has become an important tool in the internationalization of states. Education, particularly higher education, is the way in which many nations have been able to acquire international status. Universities have come to play a major role in developing international liaisons, helping their home nations achieve diversification of their international activities in social as well as economic areas of society. As universities endeavor to increase their level of commitment to international activities, new programs and research have evolved. As part of the commitment to build or expand international dimensions, universities seek to develop partnerships with other institutions around the world. For the past couple of years, I have been working within the field of international education, actively participating in the process of internationalization at the University of Alberta. See Appendix 8 for the most recent copy of my curriculum vitae. Working for the International Centre at the University of Alberta, I have been able to observe the dynamics of institutional cooperation between universities firsthand, and it was these observations that led me to pursue research into the process of internationalization.

Within the last two decades, economic globalization and the increasing competition for markets have placed new demands on universities and post-secondary institutions. One of these challenges has been the constant evolution of higher education towards achieving international standards of excellence. In this pursuit of excellence, institutions have tried to figure out where they stand on the international scale of excellence. How do institutions rank against each other? In order to be able to make decisions towards the internationalization of institutions, administrators found they were in need of specific information about their own institutions, as well as from other institutions around the world. Decisions must be based on accurate data rather than misinformation in order for the vision of internationalization to become a reality.

As research began in the areas of international education and international standards of higher education, it became obvious that institutions often do not speak the same language when referring to international standards of excellence. This was the basic issue that prompted my study into the activities and policies that are practiced by institutions around the world. It is the purpose of this study to investigate information that will help institutions develop a common language of cooperation. What information or criteria do universities need in order to establish international standards? If institutions are to pursue actively internationalization, then they will need to base their decisions on policies, programs and activities on accurate data. I examined these activities that are currently being undertaken at institutions representing Asia, Australia, North America, Europe, and the United Kingdom. My research investigated how universities regard and define the process of internationalization and what they believe to be key performance indicators for assessing the success rates of their programs and activities. This information may be crucial for those organizations wishing to acquire a better understanding of that which is needed when assessing their own institution's place in the international arena.

SUB-PROBLEMS OF THE STUDY

When reviewing the issues and objectives surrounding this study, there are many sub-problems or sub-questions that I needed to consider. In addressing these sub-problems, the study became more complete and, consequently, the results are more applicable to the current state of internationalization at institutions around the world.

1. What are the criteria that universities use to measure the extent of internationalization?

2. What are the key performance indicators for the programs and activities carried out by institutions wishing to internationalize their campus?

3. How do institutions fund their internationalization efforts?

4. What are the administrative structures that support international activities?

5. What are the most important international activities of universities representing different areas of the world and why?

6. How do the international activities of the modern university reflect the process of internationalization?

7. What cooperation exists among universities in one nation in order to promote the process of internationalization?

8. How do institutions define international standards of recognition?

DEFINITION OF TERMS

The following are definitions of terms that are used throughout this thesis.

Global university - an institution which integrates international programs as a part of their institutional goals.

International programs - activities that universities use to give their campus exposure to international perspectives.

International partnerships - a mutually enriching relationship, long-term and on equal terms, between two institutions (AUCC, 1993).

Institutional partners - refers to the foreign universities with which the University of Alberta has established academic exchanges that are administered by the International Centre.

Internationalization - "process of integrating the international dimension into the primary functions of an institution of higher education" (Knight, 1996, p.2).

Globalization - "a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding" (Waters, 1995, p.3).

Criteria - refers to a set of "standards" that are used to guide decision-making.

Key Performance Indicators - are measurable indicators of how well someone/something is performing in relation to a "mission" or a set of goals.

SIGNIFICANCE OF RESEARCH

Why do universities see the need to participate in the process of internationalization? Why do institutions find there is need for international standards of excellence? As mentioned earlier, the trend to internationalize or globalize national economies has directly affected the internal and external activities of the modern university. Today, there is an international trade of knowledge, technology and people, and universities play a large role in mobilizing these factors. Thus, these institutions have had to develop new activities and policies to handle better the new challenges that they must face. These activities need to be understood in a wider context, considering the economic and political implications of the international activities undertaken by universities. Educators and administrators within these institutions need to understand how their institutions place within this global system and the implications that this placing has for future partnership development with other institutions around the world.

With an examination of the programs, activities and policies that universities have in place to support their efforts to internationalize their institutions, I have gathered data that can be used as a point of reference for universities which are seeking to find their place in the arena of international education and are aiming to establish new partnerships with other universities. Today, international partnerships are essential to the growth and development of international quality assessments. Unfortunately, institutions find it difficult to determine which factors or characteristics are essential for the successful maintenance of strategic partnerships. My study should provide universities with reference criteria that can aid in determining an institution's place in the international higher education arena. This information, in turn, will help guide internationalization efforts. Educational institutions need to understand how the philosophies of internationalization have evolved and they need to know what is necessary for partnership development to continue effectively to meet institutional, academic, professional and student needs. In a time of internationalization in many areas of society, a greater understanding of each other's international orientation is required.

This study should provide administrators in the field of international education with information that they can use to understand the criteria adopted to evaluate universities wishing to be internationally recognized as reputable institutions. It will provide institutions with information that they need to make informed decisions while also helping them to understand the internationalization efforts of other institutions. Thus, partnerships will develop in which institutions speak the same language of internationalization that will allow institutions cooperatively to create international standards of recognition.

CHAPTER TWO

Literature Review

Over the past decade there has been a considerable amount of research into the internationalization of higher education which has largely been concerned with the success of particular programs and, more recently, about the issues of partnership development. This review of the current literature within international education looks at a number of factors regarding the process of internationalization. There are several categories that seem to have an important impact on this process: (1) definitions of internationalization, (2) international programs and activities practiced by institutions, (3) structures and policies that support international activities, (4) quality issues, (5) partnership development, (6) funding sources, and (7) institutional cooperation. Finally, I summarize the above information and highlight the current state of internationalization within post-secondary education. This review of the literature illustrates the current status of internationalization, in which institutions are making decisions that guide this process for them.

DEFINITIONS OF INTERNATIONALIZATION

Many organizations and institutions are seeking to give a definition to the term internationalization as a way to direct the international activities of higher educational institutions. Jane Knight, a well known Canadian advocate for international education, has defined internationalization as the "process of integrating the international dimension into the primary functions of an institution of higher education" and she maintains that it is internationalization that will be the measure of the quality of universities in the 1990s (Knight, 1996, p. 2). Knight's definition of internationalization points to a very important phenomenon within the process of internationalization, that of the pursuit of international standards of recognition. The reality for most institutions is that there is a need for them to find their place within the international arena; there is a need for universities to rank themselves against other institutions as a way to gain international recognition. "It would seem to be logical that a university espousing internationalism should have clear statements of where it stands in this respect, since mission should inform planning processes, agendas and resource allocation criteria; serve as a rallying standard internally; and indicate to external constituencies a basic and stable set of beliefs and values" (Davies, 1996, p. 6).

While there is increased recognition and support for the process of internationalization, there is no consensus as to why it is important: the imperatives for the internationalization of higher education are many and diverse (Knight, 1993). What does internationalization mean? What attributes does an international institution hold? This debate has centered on whether to define internationalization by the number of foreign students on campus, or the degree of specialization in international affairs, or the services and programs provided to students (Landry, 1993). It is important to note that each institution will attach its own meaning to the term, which will lead to differences among definitions, but there needs to be some general consensus on the importance of the term and the process to give it strength. "However, when variations in the interpretation lead to a sense of confusion as to why internationalization is important, and ultimately to a weakened sense of legitimacy and impact, action is necessary" (Knight, 1996, p. 37). Once institutions can agree on the dimensions of internationalization, they will be better able to proceed to identify international standards of recognition.

To help institutions understand the process of internationalization, Knight (1996) identified ten key elements of internationalization, as obtained from different educational, governmental and private sectors of Canadian society. Internationalization of the curriculum, the recruitment of foreign students to Canadian institutions, study abroad programs, exchange programs, work placements abroad, technical assistance, marketing abroad, research, teaching of foreign languages and contact with local ethnic groups were all mentioned as key components of the process of internationalization. All of these elements contribute to the definition that institutions will give to this process and that will allow them to identify the values and priorities of institutions.

Additionally, Knight (1996) also identified several barriers to the process of internationalization. These included too many competing priorities for scarce resources and the fact that many international activities are sporadic and not coordinated. A lack of cooperation among sectors and a lack of commitment by the institution also prevent internationalization. The lack of experience, expertise or diversity in faculty, teachers and staff and confusion as to why internationalization is important also contribute to the failure of institutions to internationalize. The internal systems and values of educational institutions, insufficient government support, a lack of flexibility regarding fees for international students, and employers who do not value international awareness and abilities were also identified as barriers to internationalization.

INTERNATIONAL PROGRAMS AND ACTIVITIES

The process of internationalization has been promoted by key programs and activities. I reviewed some of the research which has been undertaken by institutions and organizations, and I found that the programs that send students abroad have received an enormous amount of support. Study abroad programs, including student exchange programs, are by far the most common and most successful type of international activity. They are regarded as the most successful method to increasing the global awareness and competitiveness of nations by developing a well-educated work force that can effectively interact in the global market (New York State Task Force on International Education, 1995). Many of the world's national leaders have had prolonged experiences of travel or study abroad. For example, Sun Yat Sen, leader of Chinese nationalism, studied and lived both in Japan and the United States, and Mahatma Ghandi, leader of Indian nationalism, studied in the United Kingdom and lived in South Africa (NAFSA, 1997, No. 3). Study abroad programs expose students to unfamiliar educational settings and allow them to develop social, cognitive and emotional skills that may not develop in a familiar home setting. In addition, students can discover their own cultural identity and develop a sense of their own personal abilities (Leuner, 1996). Thus, study abroad programs expose students to a wide spectrum of learning opportunities and it is this exposure that makes them very popular.

As education becomes increasingly linked to international activities, study abroad is an attractive means by which students can take advantage of opportunities not available at their home institution. Thus, many institutions today are setting target numbers for student participation as a means of evaluating their commitment to internationalization. For example, in a report prepared by international education experts in the United States, a target for students acquiring some form of education abroad was set at 10% of the total enrolment (Leuner, 1996). Similarly, the European Economic Community has set a target of 10% of all its post-secondary students to undertake a study abroad sojourn (International Centre, 1994). Both of these cases indicate that organizations are recognizing the success rates of study abroad, but it also points to important questions. Why have these targets been set at 10%? Why have they not yet been achieved?

Another activity that institutions have identified as an important component of internationalization is the development of the curriculum. In the global society in which we live, students are being expected to experience a society that requires cross-cultural communication skills. However, many students attend institutions of higher education without ever taking courses that might have exposed them to other cultures, practices and traditions. Therefore, it has been articulated that it is the responsibility of the institution to incorporate a significant international experience into the lives of all students (Collins, 1995).

Part of the challenges of the process of internationalization are the changes that happen within society. With the current trends in education, where institutions are faced with budget constraints, institutions have found new ways to internationalize their institutions at lower costs. Universities and colleges alike have begun to create programs overseas that attract the attention of local industries and foreign governments. What has resulted is the exporting of education programs to countries around the world (Association of Community Colleges of Canada, 1997). Instead of competing for the foreign student market, many institutions are creating smaller versions of their home institutions overseas and are educating foreign students in their own countries. Through these overseas programs, faculty and local students are all able to participate in the process of internationalization.

Today, marketing has become an important tool for institutions. Aggressive marketing and the recruitment of foreign students are widely practiced by institutions from around the world. Institutions are marketing education as a service, where students are seen as customers (NAFSA, 1997, No. 2). An active search for markets that can provide the new foreign students for institutions is sought. Australia is very good example of a country, whose institutions have taken up a large part of the foreign students leaving Asia to study abroad. A substantial amount of this success has been attributed to the marketing strategies of the institutions (NAFSA, 1997, No. 2).

If international programs and activities are to succeed, Ann Kelleher points to some general characteristics that must be present at institutions. All international programs and activities need faculty support and they need an empowered person in charge who has the ability to make important decisions. There needs to be a clear administrative structure, which can create long-term planning initiatives that involve students and an advisory committee (NAFSA, 1997, No. 3). Given these criteria, Kelleher believes that all international programs and activities can provide students and institutions with successful international experiences.

STRUCTURES AND POLICIES THAT SUPPORT INTERNATIONAL ACTIVITIES

Debates within international education have also pointed to another key focus area, namely, the increased importance of structures and policies of institutions. The International Review Committee from Michigan State University pointed out that universities need to respond to a changing world and anything other than a coordinated, institution-wide commitment to internationalization will lead to weakness within the institution's pursuit of internationalization

(Downs, 1995). The many benefits for institutions pursuing international activities range from developing into world-class institutions to providing their faculty and students with the opportunity to become involved with international counterparts (International Centre, 1994). A key to understanding the different levels of commitment to the internationalization of institutions is to recognize the motivation behind the policies which are being made. This recognition will help institutions to understand the philosophies that guide universities' policies.

Each university will have to develop strategies based on its definition of internationalization. According to Davies' (1995) study on university strategies for internationalization, there are several key characteristics that need to be present for institutions to become international. First of all, universities need to set clear mission statements that direct their internationalization efforts. Then, institutions need to be clear on the types of programs they wish to operate and they need to state the purpose of those programs. By doing so, institutions will be able to maintain a central focus on internationalization. Effective delivery of those programs will depend on faculty members and other colleagues, in terms of their attitudes, skills and knowledge. Thus, universities need to keep in mind that the development of their faculty is central to the pursuit of internationalization. Finally, internationalization will demand financial management. Institutions will need to decide on the sources for the funding of programs and activities, that is, either internal or external resources. "It is, however, likely that dependence on international finances is probably irreversible once started" (Davies, 1995, p. 10).

QUALITY ISSUES

As institutions search for their place in the international arena, define their process of internationalization and create structures that support international activities, a greater amount of collaboration is needed among institutions to help develop international standards of quality. Quality enhancement trends have grown within and among institutions, raising this issue to the top of institutions' priorities. Through the Maastricht Treaty, the European Union has been given the duty of "contributing to the development of quality education" for all European educational institutions (Smith, 1994). This pursuit of quality has pervaded the process of internationalization, so that institutions are looking to set measures of quality for their international programs. Today, as budgets become tighter in the wake of economic recession, continuing commitment to international education will only be maintained if the fruits of international education are demonstrable in terms of the quality of this education (Smith, 1994).

If institutions are looking to set standards of quality assurance, then they must define what it is they intend to measure. Some institutions measure the standards and successes of programs according to the numbers of students who participate, while others measure success in terms of the funding that is allocated to each program. Given that institutions do not have parallel standards of measurement, it becomes difficult to assess the quality of programs on a global scale. In fact, there are still many institutions which have not set any type of quality assessment for their programs. However, given that many well known organizations, such as the European Association for International Education, have identified quality assessment as an important component of the process of internationalization, institutions are now beginning to set these assessments as part of their internationalization efforts (Smith, 1994).

PARTNERSHIP DEVELOPMENT

Once institutions have defined the parameters of the process of internationalization, they will need to establish the mechanisms by which they will achieve that status. Partnerships with other universities have been identified as one of those mechanisms, which has many potential benefits for institutions. Not only do students have the opportunity to experience a different educational system, but institutions also have the opportunity to diversify their educational offerings. As well, these partnerships give faculty the opportunity for curriculum, pedagogical and personal development, while providing institutions with the chance to diversify the range of income sources (Brown, 1997).

Collaborative work between institutions is growing rapidly, yet how do institutions assure quality and international standards of overseas partnerships? Institutions are working with partners around the world to expand their international programs and to promote research into new areas. However, a UK audit of partnerships found that in many agreements, there is no mention of quality assurance (Brown, 1997). Yet if institutions are to promote the excellence of their programs, they will need to collaborate to identify international standards of excellence to which all institutions can aspire. Brown (1997) has identified four general criteria that partnerships should include in order to affirm quality assurance. A formal agreement should: (1) be a written legal document assuring quality, assessment and responsibilities, (2) have good working relations through communication and feedback, (3) have high, but fair academic standards, and (4) emphasize the publicity and promotion of programs.

FUNDING ISSUES FOR INTERNATIONALIZATION

As with most processes, internationalization requires funding in order for the programs and activities to be operated. However, as the process has grown, the funding for programs has not increased at the same rate and institutions are having to operate their programs with less money (Scott, 1992). Unfortunately, since institutions are constantly required to fund a greater spectrum of programs, they are unable to support students who participate in the programs. Many students are interested in international programs and activities because they recognize that it is important to gain an international experience, however they cannot afford to participate. Some governments have recognized the importance of giving students an international experience and so they have placed large amounts of funding into those programs. For example, the Association of International Education-Japan, created by the Ministry of Education in Japan, funds hundreds of students each year to study outside Japan. Recognizing this reality, a task force on Canadian internationalization highlighted that "stabilization in funding and in public support will be essential to setting (an institution's) international course for the coming century" (International Development Research Centre, 1997). Additionally, many programs depend on student participation as a source of support for their programs. However, since many students cannot afford to participate, institutions have come to recognize that additional funding must be transferred to student scholarships and grants.

INSTITUTIONAL COOPERATION

A key trend identified in the literature outlining the recent developments in international education is the establishment of institutional linkages and their implications for global cooperation. A report, produced by the University of British Columbia, argues that institutional linkages are important for the long range planning of an institution. In order to facilitate this process for other institutions, the report poses questions that institutions should be asking when considering linkages (University of British Columbia, 1990). The New York State Task Force on International Education conducted a similar study based on the international activities of higher educational institutions in the State of New York. One of its most important recommendations was a call for an increase in institutional cooperation (New York State Task Force on International Education, 1995). The task force calls for an expansion of mechanisms through which institutions build on existing partnerships or create new ones. The study sought to facilitate the development of linkages by providing institutions with successful strategies to build a positive climate on campus while, at the same time, offering guidelines for a systematic approach to creating agreements.

One of the many strengths of international education is that it has become a powerful tool of national policy, as programs are being used to promote economic growth. Governments are granting funding for the development of international programs in the hope that they will increase the potential of graduates to compete in the international market. This funding issue has become an area of intense research within universities, since it is the availability of funding which will help to determine the effectiveness and success levels of international programs. Despite the apparent availability of funds, it is important to note that government support tends not to be stable, as "governments will promote international education when it seems to help their national power, prosperity, and prestige, and will fail to do so when it does not" (Hutchins, 1970). This tied funding has several implications for universities, and in some cases they have been forced to turn to other sources of funding in order to internationalize their campuses.

Part of the cooperation that is emerging among institutions is being directly affected by the current state of the global economy. Through economic incentives and political maneuvering, an institution inevitably "will reconcile itself to the fact that it will have to segment its international arena or market and focus on particular opportunities" such as a particular geographical region or country

(Davies, 1995, p. 13). That is, Canadian institutions, for example, are being motivated to work closely with other institutions within the United States and Mexico due to the North American Free Trade Agreement (Taylor, 1996). Meanwhile, European institutions are being persuaded to work within the European Union which provides these institutions with special funding grants and research initiatives. Governments are recognizing the importance of the link between education and culture and domestic growth and thus encourage higher educational institutions to increase the mobility of students, faculty and research initiatives.

SUMMARY

In summary, in the literature that outlines current research on international educational programs, the focus on specific categories of international education is evident. There is consensus that internationalization is desirable for institutions, but there is no agreement on what is the best and most effective way to reach that goal. There is agreement, however, about one principle: that institutional cooperation is an important means of achieving an institution's international goals. A survey of the literature confirmed that institutions have tended to favor programs which promote student mobility, such as study abroad and foreign student services programs. As well, this review of the literature also affirmed that institutions are preoccupied with developing international standards of excellence, which will require that they define the process of internationalization. Until now universities have avoided defining this process. However, recent trends have demanded that institutions recognize the importance of these definitions. Finally, the survey of the literature has ascertained that universities are trying to develop international standards of quality. As institutions collaborate, they have found the need to set common goals of success, which can only come from the establishment of international standards of quality assurance.

CHAPTER THREE

Research Method

This chapter looks at matters related to the research design of this study, including the research instruments, the population sample, data collection procedures, data analysis, and validity and reliability issues. Before the perimeters of this study were set, I conducted preliminary research into the areas of internationalization that needed to be studied. By talking with colleagues from institutions around the world, as well as professors, graduate students and other interested parties, I was able to decide on the focus of my study. Altogether, these instruments were used to gather information that is essential to providing institutions with information that is needed for the development of international standards of excellence on the part of universities.

RESEARCH INSTRUMENTS

This study explored the internationalization process at universities around the world. A survey, questionnaire and interviews were used because they appeared to be the best instruments for gathering explicit information that could be used by institutions to make their policies, programs and activities. It seemed that a qualitative approach would enable an exploration of the primary purpose of this study, that is, to develop an awareness of the programs, policies and activities that universities are currently pursuing in an attempt to internationalize their institutions. I triangulated three separate instruments to gather information from participants. It is important to note that no definitions were provided to the participants for the terminology used in the research instruments. This was a conscious decision to ensure that biases were reduced, even if not totally eliminated from the questions, and to allow for institutions to define the programs in their own ways. Generalizations have been made regarding the responses that each institution provided about the nature of its work, in order to illustrate the variation that exists among institutions in the pursuit of internationalization.

The Survey:

The survey (see Appendix 5) was sent to individuals working in the field of international education, and it probed the following types of information: (1) data about the nature of work the respondent was in, either as an administrator or faculty member, (2) data regarding the current activities and programs that are used to internationalize their institution, (3) data about the key performance indicators and targets for programs and activities at participating institutions, and (4) data on written policies that direct the institution's engagement in international activities.

The Questionnaire:

A questionnaire (see Appendix 6) was sent to all respondents who returned the initial survey. It probed further into the nature of the process of internationalization by exploring the priorities of each institution. The questionnaire was a summary of all of the activities that were included in the first survey and any additional activities that institutions had identified. During the preliminary research for this study, institutions indicated that all international programs and activities were important for their internationalization efforts, but that "importance" was a matter of relativity. Thus, the questionnaire asked each respondent to prioritize the programs, according to those that were (1) very important, (2) important, (3) not applicable, (4) somewhat important, or (5) not important.

The Interview:

An interview (see Appendix 7) was conducted to probe further into the international policies and practices of institutions. These interviews explored the (1) definitions of "internationalization", (2) structures that support international activities, (3) statistics for programs and activities, (4) attributes that institutions look for when establishing new partnerships, (5) funding for international programs and activities, (6) policies that have been established for the internationalization of institutions, and (7) descriptions of the cooperation between universities within their own countries.

The Pilot Study:

A pilot study was conducted with individuals who work in the field of international education at the University of Alberta. It was run in order to test the research instruments. These respondents were selected on the basis of convenience and they represented a population similar to those asked to participate in the study. These individuals were representatives of both administrators and faculty at different stages in their careers, with a variety of responsibilities in the field, such as international programs, study abroad programs, and international liaison offices. These people, like the actual study participants, are involved in the administration of international programs.

The purpose of the pilot study was to explore the essence of the questions asked on the initial survey. Given that there were people participating in this study from different countries, the vocabulary used needed to be as clear as possible. Pilot study participants were asked to review the questions for clarity and specificity, and to make suggestions on how to improve the quality of the survey. As well, they were asked to include ideas or comments that would help to make the survey more culturally sensitive.

Pilot study goals of clarifying the research instruments were accomplished. The suggestions of the pilot study participants were analyzed and the surveys were modified accordingly. The general consensus was that the questions were worded appropriately and that the layout made it easy to complete the survey. One question was removed, due to the general consensus from participants that it was irrelevant to the nature of the study. Some modifications were made to reflect the importance of the study and the importance of the participation of each respondent. I was encouraged to see how willing the participants were to help with the research project and how high the interest was in the results of the study.

DATA COLLECTION PROCEDURES

The research instruments were used to collect data regarding the process of internationalization at institutions. The sample, timeline and collection methods used were effective in accumulating information needed to describe the internationalization efforts of universities around the world.

Sample:

To conduct my research, I chose to work with the current institutional partners of the University of Alberta. The University of Alberta has developed partnerships with over 80 universities around the globe, including institutions in Canada. The scope of my research was limited to the institutions that work directly with the International Centre, and included the University of Alberta. In total, 38 institutions were invited to participate in this study, with 10 of those institutions being Canadian. Appendix 1 lists the institutions which agreed to participate. From each institution, one individual, actively involved in the administration of the international programs and activities, was given a survey, and the a questionnaire to complete. There was no need to create a method of selecting which individuals received the survey as, regardless of the academic or administrative title the individual had, the survey was sent to the Exchange Liaison Officer. Finally, the interviews were conducted with individuals who attended the NAFSA: Association of International Educators Conference held in Vancouver in May, 1997. Where a face-to-face interview was not possible, a telephone interview was arranged.

Timeline:

The timeline for the collection of data was as follows:

1. Pilot Study - February 1997
2. Survey - February - March 1997
3. Questionnaire - March - April 1997
4. Interviews - May - June 1997
5. Data Analysis - June - August 1997

Distribution and Collection of Surveys and Interviews:

When data collection began, participants were contacted by mail for both the Survey (see Appendix 2) and the Questionaire (see Appendix 4). All participants were informed of the nature of the study and the importance of their participation. They were sent copies of the initial survey along with a consent to participate form (see Appendix 3). All respondents were asked to complete the consent to participate form as an indicatation of their willingness to participate in the study. They were also informed that they had the option of opting out at any time during the study. Only two people decided to opt out of the study. Both were newcomers to the field of international education and they decided they did not know enough about the process of internationalization at their institutions to be able to provide accurate answers. In seven cases the participants did not respond to the request to participate. When I met with these individuals, at a later date, they claimed that the surveys arrived at a very busy time period for them and they simply could not take the time to participate.

Out of the 38 initial surveys, 27 participants responded. These 27 individuals then received the questionnaires. Figures 3.1 and 3.2 indicate the number of participants and the response rates for each stage of this study. The one participant who opted out of the second stage of the study did so because the terms used for the programs and activities were unfamiliar to her and she did not want to forward inaccurate information. Nine participants were present at the NAFSA Conference in Vancouver, but it was possible to interview only seven of them. The other two, however, were interviewed over the telephone as the meetings could not be arranged during the conference. All of these interviews were recorded with the permission of the participants. These interviews were then transcribed. A non-partisan volunteer reviewed the generalizations made from the interviews to check on the appropriateness of the interpretations and to help eliminate researcher bias.

Figure 3.1: Statistics for Survey

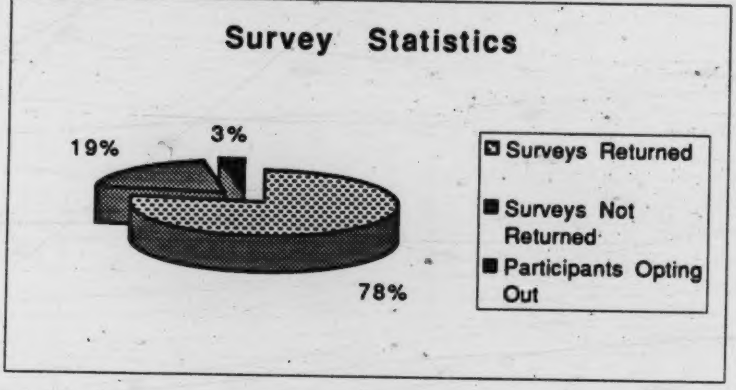
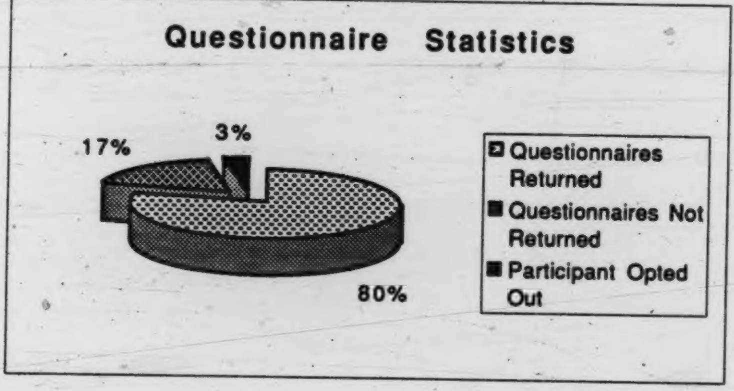


Figure 3.2: Statistics for Questionnaire



DATA ANALYSIS

The primary goal of this study was to explore the scope of international activity at universities around the world and the institutions' perceptions regarding the process of internationalization.

This information is essential for institutions to develop thier policies and programs, as well as, set international standards of recognition. Data were coded (1) to reflect the types of international activities that the respondents mentioned, (2) to summarize the data related to key performance indicators and targets that are used by institutions to measure the success of international programs and activities, (3) to summarize the data related to university policies for the internationalization of the institutions, (4) to identify the rate of commonality between the programs and activities practiced between institutions within different countries, and (5) to summarize the rankings of the programs as provided by the participants.

The interviews were transcribed, and the coding and tabling of the strategies, programs and policies facilitated the comparisons of the results. Common themes emerged that enabled the identification of trends within the process of internationalization. The survey, questionnaire, and interviews were analyzed for the following information: (1) the definitions of internationalization, (2) the structures that support international activities and programs, (3) the criteria used to calculate the numbers of students participating on international programs, (4) the attributes that institutions look for in partner institutions, (5) the funding structures for international programs, and (6) the cooperation that exists in the home countries of participating institutions.

VALIDITY

Several methods of collecting data were used for this study and triangulation contributed to the validity of the study. The quality of the instruments also affected the validity of the study and in order to ensure that the instruments used were appropriate and useful, several steps were taken. First, I developed the research instruments, which were then reviewed by several colleagues working in the field of international education to ensure that the questions were culturally sensitive and that they probed into the most important aspects of the internationalization process.

To increase the external validity, this study involved institutions representing different continents. There were institutions from Australia, North America, Asia, Europe, and the United Kingdom (UK). There was also a Canadian component as four Canadian universities consented to participate. Together, these institutions represented a variety of approaches to international education at the university level.

As well, I conducted a review of the relevant and most current literature within international education. Although some institutions have been involved internationally for some time, much of the research has been recently conducted during the last couple of years. Many of the current issues, policies and practices were discussed in conversations with fellow graduate students, directors, coordinators and others working in the field of international education. I participated in three international conferences related to international education conducted in Canada and the United States. All of these proceedings helped to validate my study's clarity of purpose, method and instruments.

DELIMITATIONS

The delimitations of this study, which may affect its reliability, were as follows.

1. Since participants represented different countries and spoke different languages, the lack of a common language may have influenced the participants' ability to understand the questions which were in English, and this may have affected the accuracy of the answers.
2. Because the respondents came from different countries, it was difficult to have direct contact with some of them. Thus the interviews were limited to those people who were able to attend the NAFSA Conference in Vancouver in May, 1997, and this may have influenced the findings.

LIMITATIONS

The findings of this study were limited in a number of ways:

1. Given that the participants in the study came from different countries and spoke different languages, the language used in the study may limit the findings. Participants may have given different interpretations to the language used in the questions and that may have affected their responses.
2. Many institutions have several departments and offices that administer different international programs. Given this decentralization of activity within institutions, some of the participants were unable to answer all questions regarding programs and activities that were outside their immediate field of work. A number of participants were new to the field of international education and so were unfamiliar with other work being conducted at the institution. In some cases, therefore, the focus was on

familiar areas for these people and not necessarily related to all programs and activities of a particular institution.

3. The response rate for the survey and questionnaires was relatively high (76%), but the findings were restricted to those countries represented by the respondents. Therefore, not all countries that could have provided relevant information, are part of this study.

CONCLUSIONS

The research instruments, population sample, data collection procedures, and methods, provided me with the opportunity to probe into the international programs and activities of institutions around the world. As institutions increase their participation in international activities and as they strive to compete for international recognition, this study should inform their decisions regarding international activities and strategies.

CHAPTER FOUR

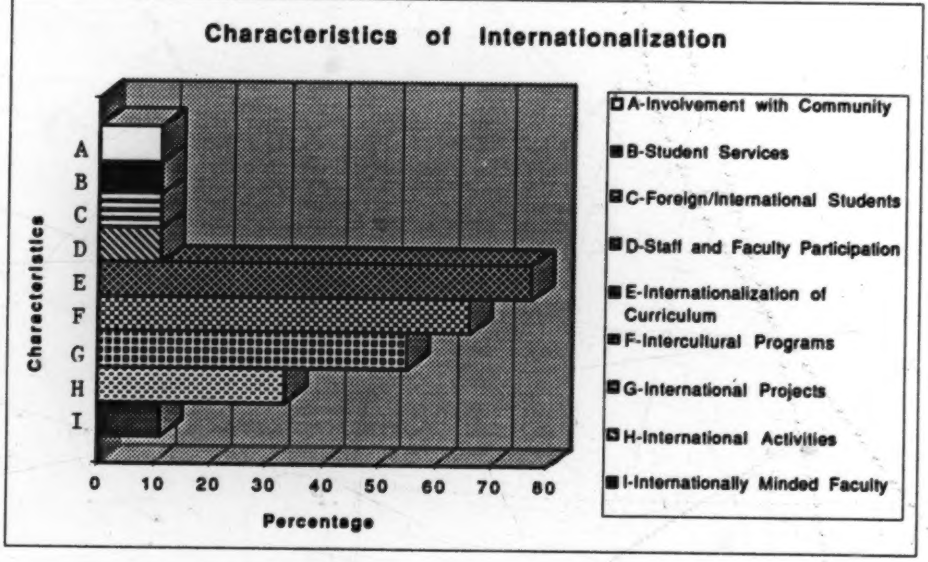
Findings

This chapter provides a summary of information provided by respondents regarding the process of internationalization as it occurs across universities around the world. This information will provide the basis for an analysis of the implications of this study for the pursuit of international standards of recognition. The main objectives of the study were to determine: (1) the definition of internationalization, (2) the primary work designation of the participants within their institution, (3) the programs and activities practiced by institutions in their attempt to internationalize their institutions, (4) the programs and activities which are a priority for institutions, (5) the institutional structures that support these programs and activities, (6) the policies which have been adopted by institutions to facilitate this process, (7) the key performance indicators and targets that measure the success of the international programs and activities, (8) the criteria used to calculate the numbers of students studying abroad, (9) the attributes sought in partner institutions, (10) the sources of funding for international programs and activities, and (11) the cooperation that exists within the home countries of these institutions to promote international cooperation.

DEFINITIONS OF INTERNATIONALIZATION

A common theme from all initial surveys was that most institutions do not have an official definition of what internationalization means for them. Only a few institutions provided a formal, written definition of the term. However, the participants who were interviewed provided personal definitions of internationalization which included the activities which are the most important contributors to the process of internationalization. Figure 4.1 is a summary of the characteristics that formed a part of the definition of internationalization.

Figure 4.1: Definitions of Internationalization



Interview responses showed that internationalization of the curriculum was the element most commonly found among all of the respondents. Participants indicated that adding an international component to the programs and courses offered by their institutions was one of the most important contributors to the process of internationalization. According to the responses given, almost as important as the internationalization of the curriculum are the intercultural programs practiced, such as student exchanges and study abroad programs. These intercultural programs were mentioned as being among the most visible contributors to the process of internationalization. In third place were the international projects, including international research, followed by general international activities at the undergraduate and graduate level. These three components together defined the basic definition of internationalization.

The following programs, as described in Figure 4.1, were mentioned by a minority of participants as being part of their definitions of internationalization: internationally minded faculty, staff and faculty participation in international programs, having foreign/international students on campus, services for students looking for an international experience and involvement of the institution with the community. Even though these programs received minimal support, they are indicators of what some institutions consider to be important characteristics of the definition of internationalization.

PRIMARY WORK DESIGNATION OF PARTICIPANTS

On the initial survey sent to all participants, respondents were asked to indicate whether they were administrators or faculty working in the field of international education. Twenty-six respondents indicated their primary work designation.

Figure 4.2: Primary Designation of Respondents

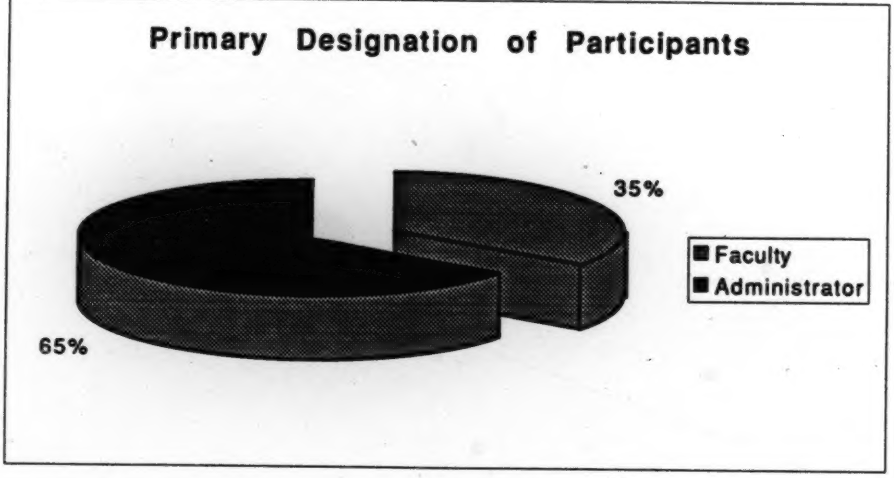


Figure 4.2 shows that 65% of the respondents work as administrators, while 35% are faculty. The respondents are people involved in the administration of international programs and, therefore, they are important players in the process of internationalization. In order to understand the motivation behind the programs and activities, it is helpful to know the primary role these people play within their institutions.

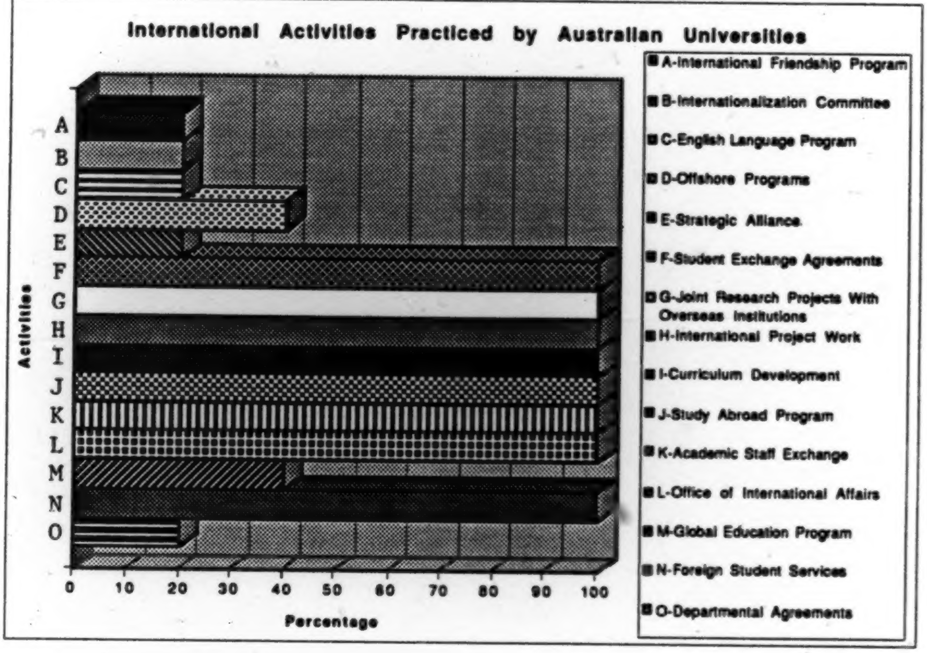
PROGRAMS AND ACTIVITIES

In the first survey, participants were asked to indicate which international programs and activities are practiced by their institutions in the attempt to internationalize their campus. The survey provided a few examples to help the participants understand the nature of the question. Figures 4.3 through 4.7, on pages 41 to 45, summarize the results according to the geographical regions: Australia, the UK, North America, Asia and Europe.

Australia:

Five Australian institutions participated in this study. Their programs and activities, listed in Figure 4.3, demonstrate that there is consensus among them as to the types of international programs and activities that are best suited to achieve status as an international institution. Student exchange programs, foreign student services, Office of International Affairs, academic staff exchanges, study abroad programs, curriculum development, international project work and joint research projects, were all named as activities and programs practiced by all participating Australian institutions. Individual institutions did mention additional programs and activities. Offshore programs were mentioned by two of the institutions as part of their internationalization efforts. The following are programs that were mentioned by only one institution as being a relevant international activity on their campus: departmental agreements, strategic alliances, English language programs, internationalization committees and international friendship programs.

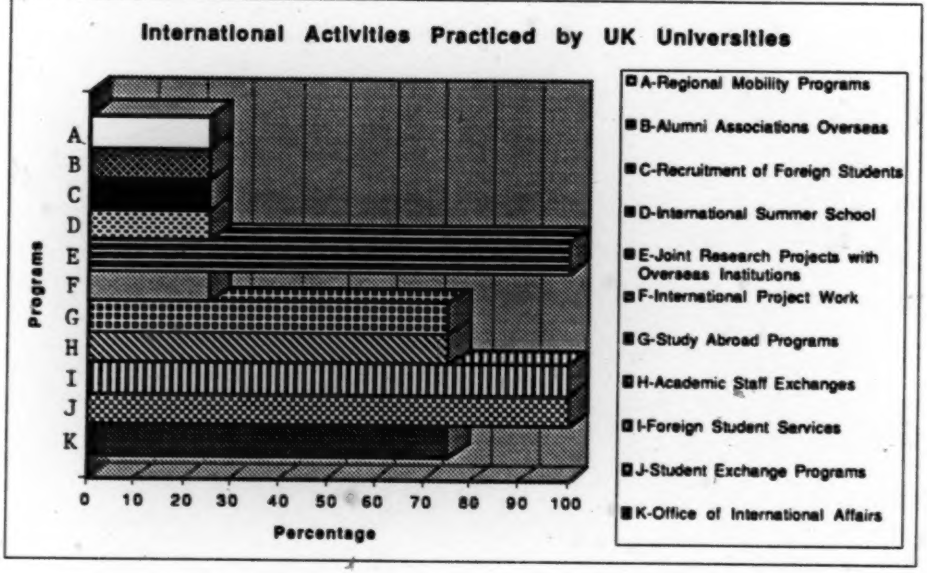
Figure 4.3: International Programs and Activities in Australia



The UK:

Four institutions from the UK agreed to participate in the study. As shown in Figure 4.4, there were some programs and activities shared by all institutions. Again student exchange programs, foreign student services and joint research projects were named by all UK institutions as activities that were practiced by their institutions. In the UK, there was more variety of international programs that were practiced by only some of the insitutions. Other activities mentioned by only a few of the universities are international summer schools, recruitment of foreign students, alumni associations overseas and regional mobility programs. It is interesting to note that none of the UK institutions listed global education programs or curriculum development as being practiced by their institutions, even though most participants indicated these programs as being a part of their definitions of internationalization.

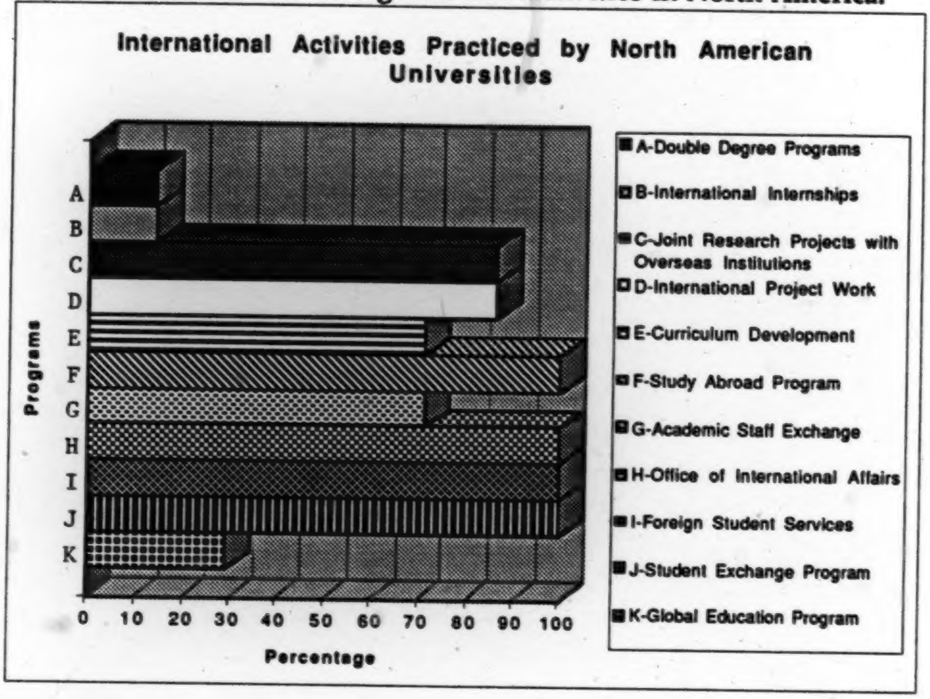
Figure 4.4: International Programs and Activities in the UK.



<ins>North America:</ins>

For the region of North America, the participants from Canada, Mexico and the United States were grouped together and in total there were seven institutions. The student exchange programs, foreign student services, Office of International Affairs, and study abroad programs were named by all of the participating institutions. International project work and joint research projects with overseas institutions were also mentioned by the majority of institutions. Other programs such as global education, curriculum development and academic staff exchanges were identified by fewer institutions. It must be noted, however, that many of the programs listed in Figure 4.5 received a relatively high level of commitment from North American institutions, even if some of them were not mentioned by all institutions. Programs such as international internships and double degree programs were mentioned by only a single institution.

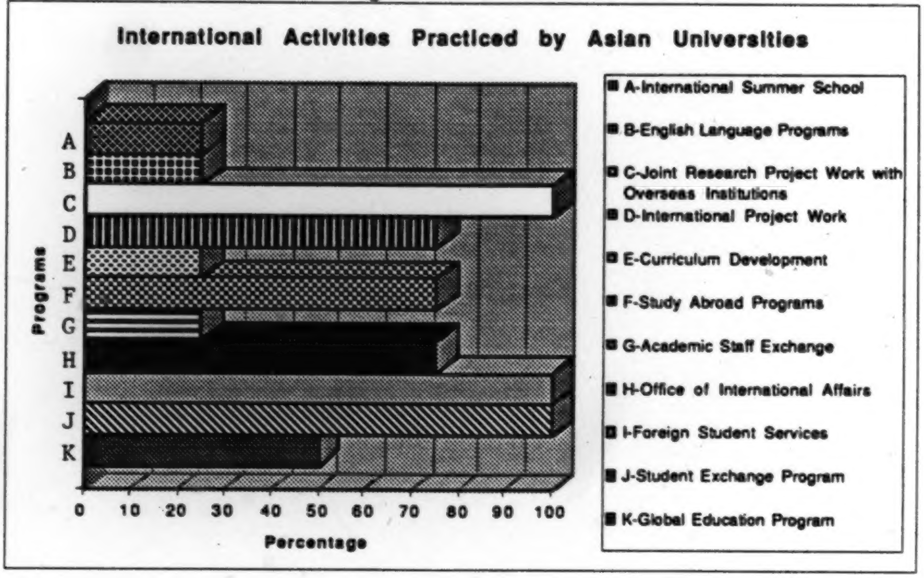
Figure 4.5: International Programs and Activities in North America.



Asia:

The geographical region of Asia includes universities in Japan, Korea and Turkey. In total there were four Asian institutions which participated in the study. In Figure 4.6 student exchange programs, foreign student services and joint research projects with overseas institutions were named by all Asian institutions as activities which receive a high level of support by their universities. Office of International Affairs, study abroad programs and international project work were also named by the majority of institutions. However, global education programs, academic staff exchanges, international summer schools and curriculum development did not receive as much support.

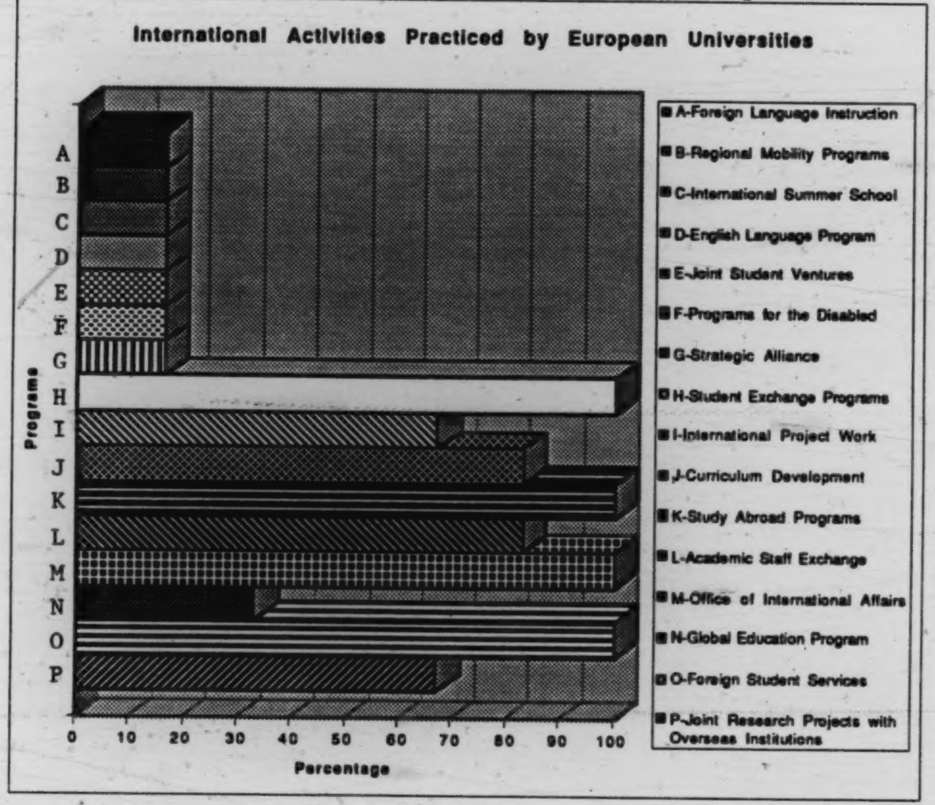
Figure 4.6: International Programs and Activities in Asia



Europe:

Finland, Sweden, France, Germany, and the Netherlands are countries represented by the six institutions in the geographical region of Europe. All institutions mentioned the following programs, listed in Figure 4.7, as being carried out on their campuses: student exchange programs, foreign student services, Office of International Affairs, and study abroad programs. As well, academic staff exchanges, curriculum development, international project work and joint research projects with overseas institutions were mentioned by a majority of the institutions. Some of the universities identified other programs, such as programs for the disabled, English language programs, strategic alliances, international summer schools, regional mobility programs, foreign language instruction and joint student ventures.

Figure 4.7: International Programs and Activities in Europe.



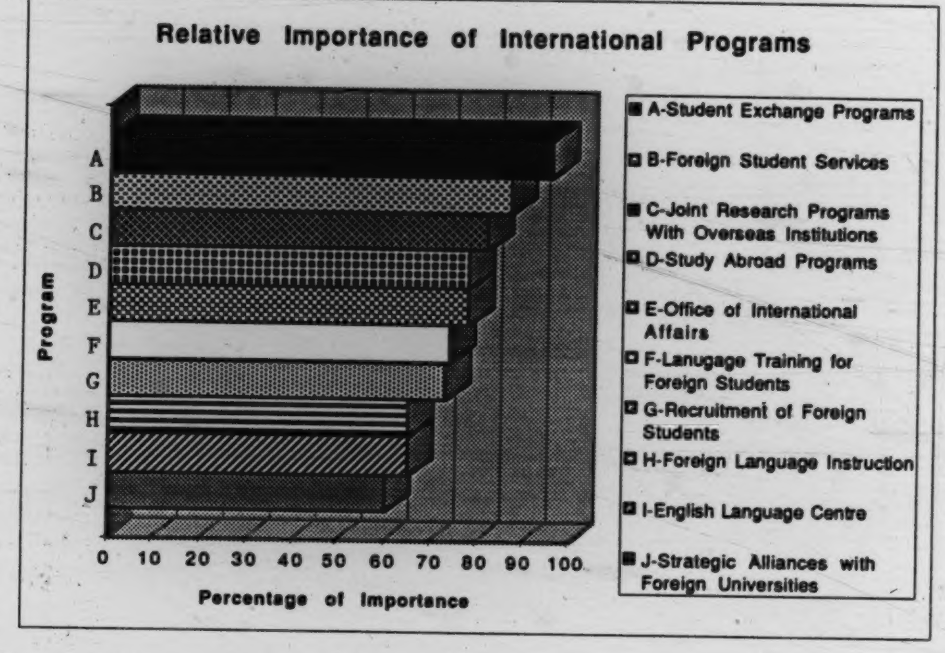
PRIORITIES

After the international programs and activities were listed, participants were asked to prioritize those programs according to the importance they had for their institution. In the preliminary research that was conducted before this study was formalized, institutions indicated that there often was a discrepancy between programs practiced and those given a priority. The results of this study, however, demonstrate a direct connection between the priorities of institutions and those programs which are widely practiced and receive support from all sections of the institutions. During the preliminary research for this study, institutions indicated that all international programs and activities were important for them, but that "importance" was a matter of relativity. An institution indicated the level of importance of a program by ranking it against the other programs at that institution.

Relative Importance of International Programs:

The programs and activities listed in Figure 4.8 have been ranked as relatively important by participating institutions. Those programs included in this figure were the top 10 identified as very important or imporant by the participants. Student exchange programs received the highest amount of support, 96%, as being the most important activity that institutions carry out in order to internationalize their universities. Foreign student services, joint research programs with overseas institutions, study abroad programs, Office of International Affairs, all received more than 75% of support from participants as being programs that were highly important for their institution.

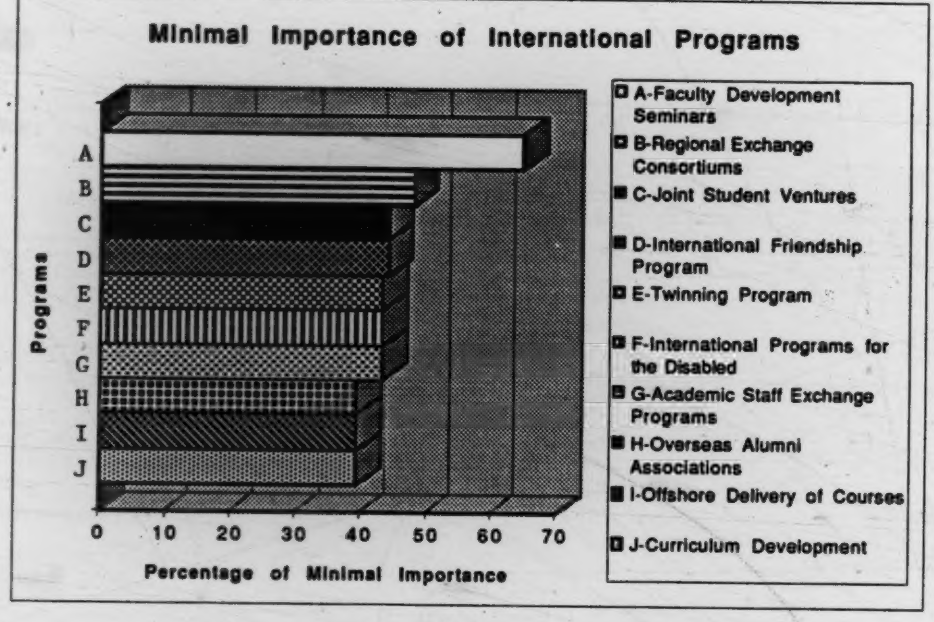
Figure 4.8: The Relative Importance of International Programs and Activities as Considered by Universities



Programs Considered Minimally Important:

Participants were asked to rank programs that they considered to be somewhat important or not important for their institution. These programs were then grouped to form the category of programs that were minimally important for institutions. The programs listed in Figure 4.9 were the 10 that received the highest indication as being minimally important. Faculty development seminars received the highest percentage of scores, 65%, as a minimally important program towards the process of internationalization. The remaining programs were all mentioned by at least 35% of the participants as being minimally important for institutions.

Figure 4.9: International Programs Considered Minimally Important by Universities



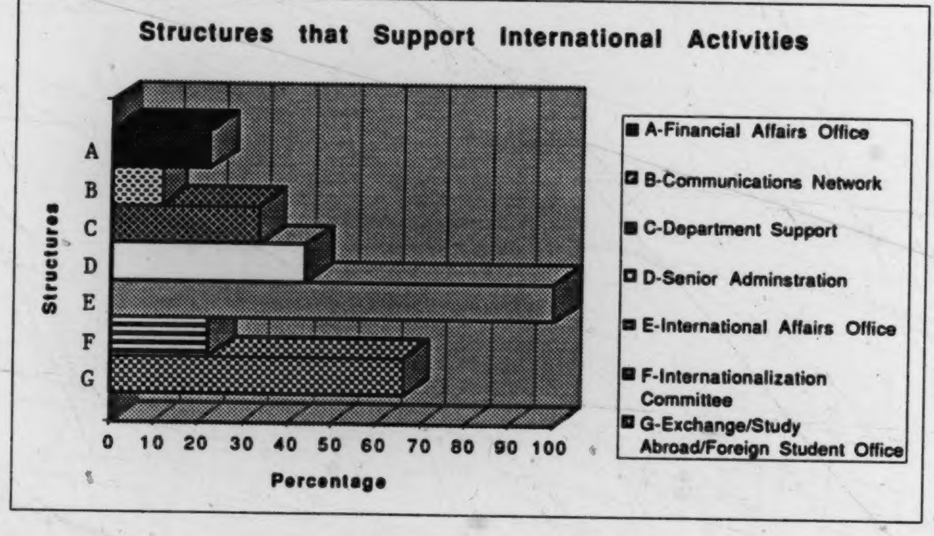
STRUCTURES THAT SUPPORT INTERNATIONAL ACTIVITIES

Given that all of the participating universities indicated the many international programs and activities that are being carried out on their campuses, there was a need to investigate the organizational and administrative structures that support those programs. All participants who were interviewed were asked to comment on the structures that support their international activities. Figure 4.10, on page 50, indicates the several structures required to support the international programs and activities.

In order to understand the results in Figure 4.10 it is necessary to define what is meant by each of the named structures. It was necessary to group structures of a similar nature for the sake of clarity and organization. The title of *Office of International Affairs* was used to describe itself, as well as the other responses provided by participants, such as international liaison offices, international relations offices, visiting researchers offices, development work offices, institutional linkages offices and international research and project offices. The *Financial Affairs* structure includes scholarship and funding offices. The *Communication Networks* structure describes institutional communication networks, such as email links and Internet development, that allow an institution to support its international programs via modern telecommunications. The *Study Abroad, Exchanges and Foreign Student Recruitment Office* illustrates the various aspects that are involved in this structure. *Senior Administration, Internationalization Committee* and *Departmental Offices* are all self-explanatory titles.

Figure 4.10 illustrates that the most common structure found among the interviewees' institutions was the Office of International Affairs, followed closely by the study abroad, exchange and foreign student recruitment offices. Participants indicated that they had one or more paid staff members to help run these offices. In many cases, respondents referred to several small offices that supported international activities, and in some cases these offices were quite independent from each other. The majority of the participants indicated that they were supported by Senior Administration, that is, by the President, Vice-Chancellor or Rector of the university. When supported by senior administration, institutions indicated they received a strong push to become successful members of the international arena. Financial affairs, communication networks, internationalization committees and departmental offices are all structures that were not as common among participants, but are, however, important structures for the institutions that employ them. For example, for institutions that receive large amounts of regional mobility grants, financial affairs offices are essential.

Figure 4.10: Structures that Support International Activities



KEY PERFORMANCE INDICATORS AND TARGETS

As the process of internationalization increases its momentum, institutions are beginning to search for key performance indicators and targets to measure the success of their programs, policies and activities. All participants were asked to comment on the key performance indicators set by their institutions to assess the success of their international programs. These are listed in Table 4.1 on pages 52 to 55. Most of the institutions responded by indicating that their programs did not have key performance indicators. Some institutions indicated that the majority of the programs and activities were assessed by the number of students or staff participating in their programs, while other institutions indicated a numerical value as an indicator but did not explain what the number meant. It is unclear, for example, whether these were percentages of students participating or numbers of agreements. Therefore these responses are not included in Table 4.1. As well, institutions commented that they were not necessarily concerned with setting numerical targets for their programs and activities, but rather with trying to effect change in policies and practices that would make their programs more successful.

Institutions were also asked to comment on the targets that have been set to measure the success of the key performance indicators for the international programs and activities. In most cases, institutions have not actually set achievement targets for their programs. There were not many instances where institutions set key performance indicators. Even fewer institutions had set targets for their programs. Table 4.1 illustrates the targets that have been set by some institutions for their international programs and activities. These targets are not grouped in any particular way. They represent the various targets that the participants indicated were being used by their institutions. This study revealed that popular programs, such as student exchange programs, that required student participation were the typical programs that had targets set. Both the key performance indicators and the targets shown in Table 4.1 were mentioned by at least one institution, and in some cases, by more than one institution.

Table 4.1: Key Performance Indicators and Targets for International Programs and Activities

* Regions:
1- refers to institutions from North America
2- refers to institutions from Australia
3- refers to institutions from Asia
4- refers to institutions from the UK
5- refers to institutions from Europe

Student Exchange Program	1*	2*	3*	4*	5*
KPI:					
Number of exchanges	x				
Number of participants	x	x	x	x	x
Amount of funding support	x				
Increased participation	x				
Development of strategic links		x			
International & regional balance			x		
5 student exchange programs					x
Targets					
None	x			x	x
1% of enrollment	x				
10% by year 2000		x			
10% of students		x			x
150 students each way		x			
5% of students		x	x		x
10% Europe, 40% Asia, 50% US			x		
30% of students			x		
200 students with GPA over 3.0			x		
12% of students					x

Global Education Program	1*	2*	3*	4*	5*
KPI:					
Programs supported externally	x				
Number of active exchange links		x			
1 program					x
Targets					
None	x				x
30-40 active exchange links		x			

Study Abroad Programs	1*	2*	3*	4*	5*
KPI:					
Facilitate mobility	x				
Expand programs	x				
Number of participants	x	x		x	x
Broad mix of nationalities in program		x			
Number of programs		x			
Number of sites with total participation			x		
Final year results				x	
160 student participants					x
Targets					
None	x	x		x	x
450- 500 participants		x			
1 program per faculty per year		x			
10% by year 2000		x			
7-8 study sites by year 2000			x		
175-200 participants by year 2000			x		

Foreign Student Services	1*	2*	3*	4*	5*
KPI:					
Increase enrollment	x				
Number of visa students	x				
Comprehensive	x	x			
Service provision		x			
Number enrolled		x		x	x
Number of countries per institution			x		
Participation in orientation programs			x		
Number of complaints			x		
Welfare and satisfaction of students				x	
300 foreign students per year					x
Targets					
None	x			x	x
10% of enrollment numbers	x				
Benchmarked against other universities		x			
Quality services		x			
13-60 counties by year 2000			x		
60% student participation in orientation			x		
Reduce number of complaints			x		
400 students per year					x

International Project Work	1*	2*	3*	4*	5*
KPI:					
Research diversification	x				
Expanded faculty participation	x				
Income		x			
Number of projects		x			
Number initiated			x		
Funds from outside					x
Targets					
None	x				x
Self-funding	x				
Participation in 1 significant project a year	x	x			
Maintain or increase amount			x		x
Undergraduate minor field of study					x

Office of International Affairs	1*	2*	3*	4*	5*
KPI:					
Expand activities	x				
Number of students recruited		x			
Number of foreign students		x			
Generate new programs			x		
Organizational effectiveness					x
3 permanent employees					x
Directive for office					x
Targets					
None	x				
20% of enrollment		x			
1600 students by 1997		x			
One new program annually			x		
4 permanent employees					x
Achieve all directive goals					x

Academic Staff Exchange Programs	1*	2*	3*	4*	5*
KPI:					
Expand activities	x				
Number of staff participants	x	x		x	x
Number of exchanges		x			
2 programs					x
Targets					
None	x			x	x
5% participants by year 2000		x			
66 staff exchanges					x

Curriculum Development	1*	2*	3*	4*	5*
KPI:					
Number of institutional contacts					x
16 international student programs					x
Number of courses with international focus					x
Expand activities	x				
Representation to international committee		x			
Number of key types of development		x			
New courses			x		
Targets					
None	x	x	x		
As many curricula as possible					x
Varation by faculty					x

Joint Overseas Projects	1*	2*	3*	4*	5*
KPI:					
Number of activities	x				
Number of projects	x	x			
Link to sabbatical leave		x			
Number of projects initiated			x		
Quality of research				x	
Amount of funding					x
Targets					
None	x	x			x
2 new projects per year	x				
Maintain or increase amount			x		
Place 13-20 on UK research assessment				x	

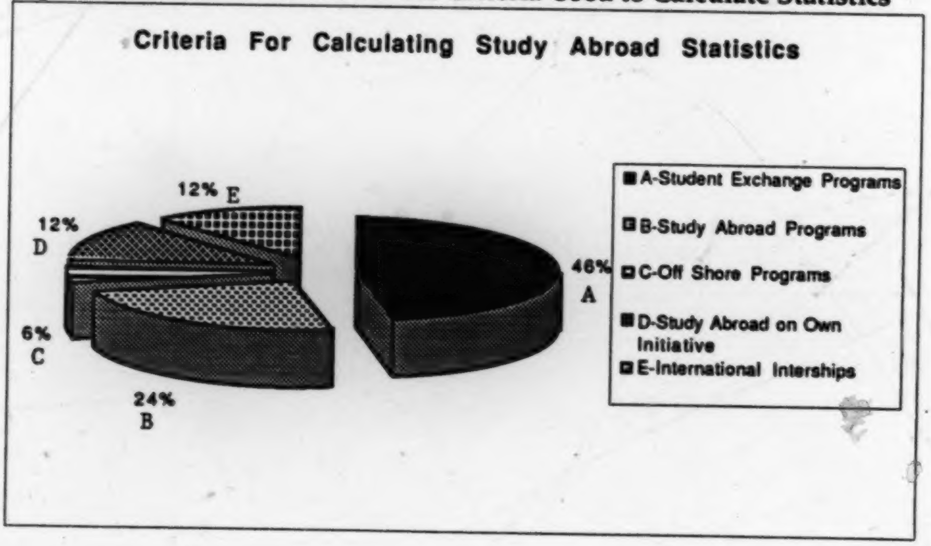
* Regions:

1- refers to institutions from North America
2- refers to institutions from Australia
3- refers to institutions from Asia
4- refers to institutions from the UK
5- refers to institutions from Europe

CRITERIA USED FOR CALCULATING STATISTICS

Given the information that the participants provided, student exchange programs ranked among the most popular programs used by institutions to internationalize their campuses. Yet, in order to be able to determine the success of these programs, institutions generally choose to calculate the numbers of students that are sent out to study abroad as an indicator of that success. The interview probed into the criteria that institutions use to calculate this figure and there were five general criteria that emerged. The majority of the participants interviewed stated that they would calculate the numbers of student studying abroad by including those who are going abroad on organized student exchange programs. The main reason given for the use of this criterion, is the ability for institutions to track easily the numbers of students who participate in official programs. Study abroad programs are also used to calculate the numbers of students studying abroad, again for the same reason, that is, because institutions can easily track students participating on organized programs. Figure 4.11 shows as well three other criteria used: offshore programs, international work placements and studying abroad on own initiative. These criteria, however, were not as commonly used as were the other two mentioned earlier.

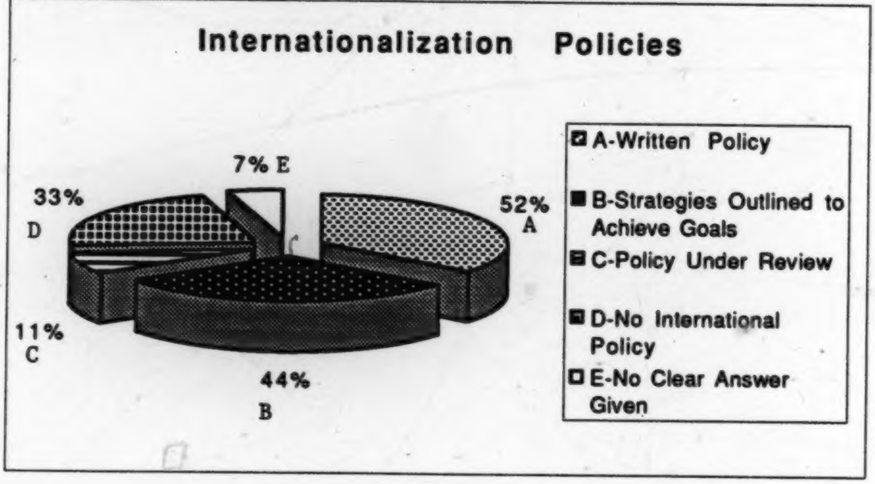
Figure 4.11: Characteristics for the Criteria Used to Calculate Statistics



POLICIES FOR INTERNATIONAL PROGRAMS AND ACTIVITIES

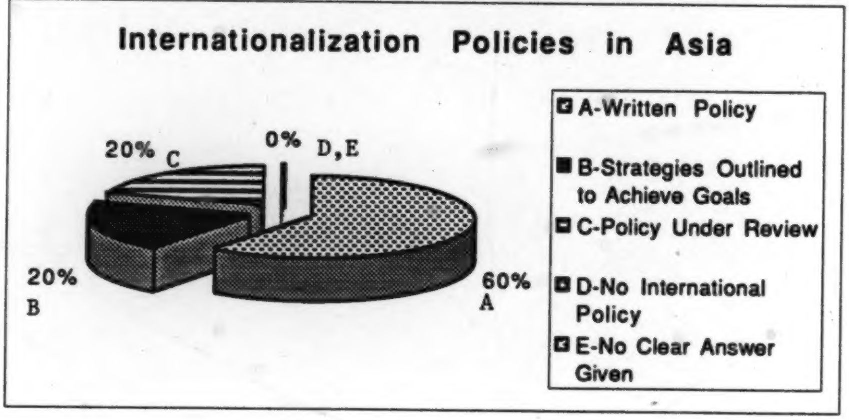
Participants were asked to indicate whether their institutions had written policies in place that directed their international programs. Figure 4.12 shows that 52% of the respondents indicated that they had such policies, with 86% of those institutions also indicating that they also had strategies to achieve those goals. Most participants with written policies, provided copies of those policies. However, 33% of the participants indicated that they did not have any written polices to direct their internationalization efforts. A smaller number (11%) did also indicate that their policies were in the process of being constructed.

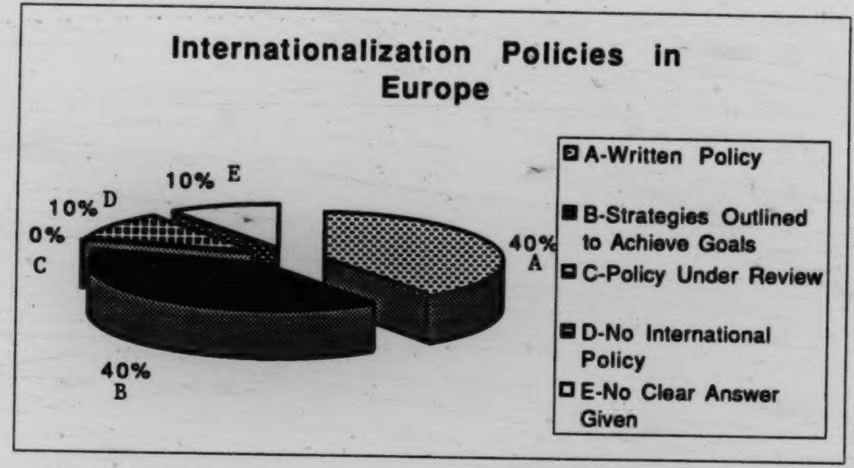
Figure 4.12: Internationalization Policies

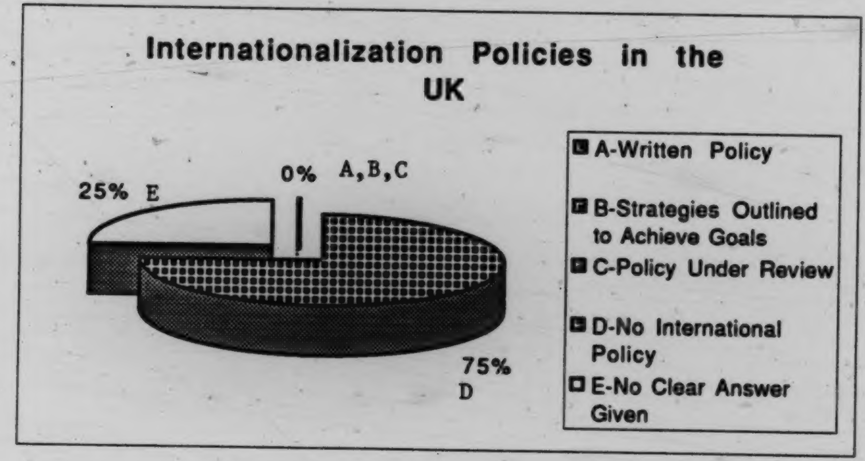


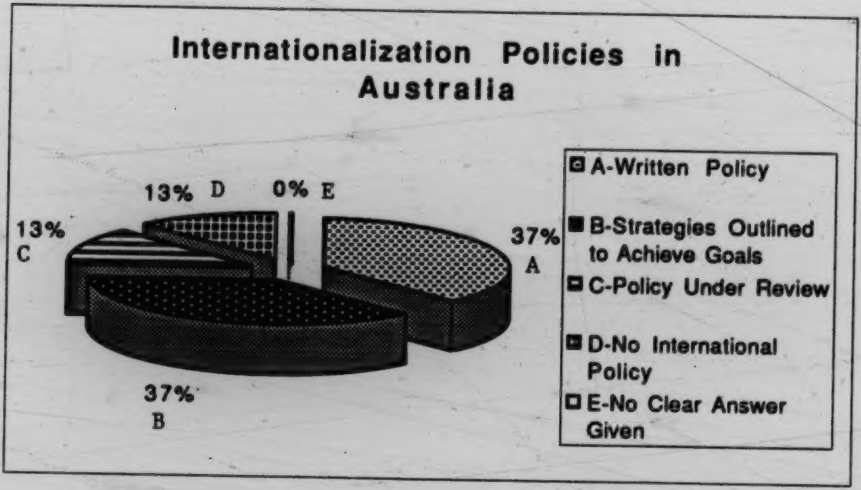
As Figure 4.13 shows, of participating Asian institutions, 75% indicated they had written policies, but only 25% stated they also had strategies to implement their policies. As well, 25% of the Asian institutions indicated, however, that their international policies were under review. For Europe, 66% of the participants mentioned that their institutions had written policies and strategies regarding the process of internationalization, and 17% of the European institutions responded they had no written policies to direct their international activities. One institution did not give a clear response to the question. In the UK, 75% of the participants indicated that they had no written polices to guide the process of internationalization and 25% gave an unclear response to the question. Of the Australian participants, 60% of them had both written policies and strategies for the process of internationalization, while 20% indicated their internationalization strategies and policies were under review. The remaining 20% of the Australian institutions gave an unclear response to the question. As for North American institutions, 57% indicated they had written policies and strategies that directed their process of internationalization, while 43% indicated they had no written policies. Additionally, 14% indicated their internationalization policies were under review.

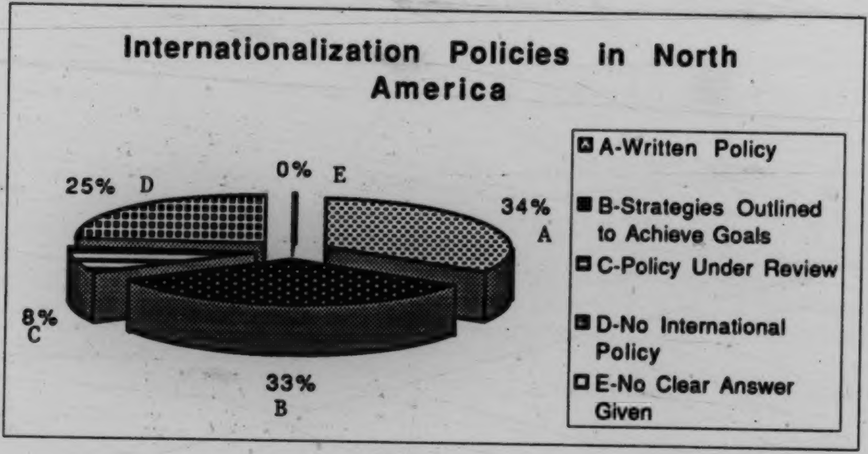
Figure 4.13: Policies that Direct the Process of Internationalization




Internationalization Policies in Europe
10% E
10% D
0% C
40% A
40% B
A-Written Policy
B-Strategies Outlined to Achieve Goals
C-Policy Under Review
D-No International Policy
E-No Clear Answer Given


Internationalization Policies in the UK
25% E
0% A,B,C
75% D
A-Written Policy
B-Strategies Outlined to Achieve Goals
C-Policy Under Review
D-No International Policy
E-No Clear Answer Given





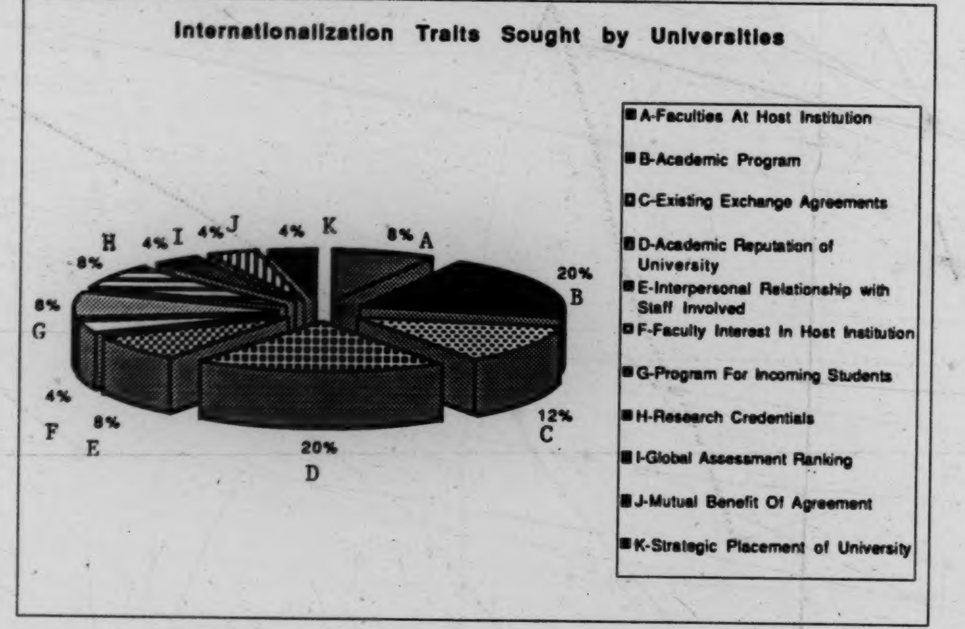
INTERNATIONAL ATTRIBUTES SOUGHT BY INSTITUTIONS

When searching for new international partners institutions look for certain characteristics. Most importantly, the interviewees indicated that the academic programs of study and the reputation of the institution were the most significant attributes in new international partners. Existing exchange agreements were also mentioned as an important attribute of potential new partners. Participants who were interviewed indicated that they have found that it is very difficult to maintain a strong and mutually benefiting relationship with an institution that has a multitude of exchange agreements. Interviewees indicated that they realized that an institution which has numerous agreements cannot give the attention to individual agreements that is needed and, therefore, will never have truly successful linkages.

The institution's faculties are also important attributes that are closely linked to the academic program of study. Interviewees indicated that having corresponding faculties at each institution results in a stronger based linkage and adds the potential for new dimensions to the linkage in the future. Coupled with this idea, is that of having the faculty at an institution demonstrate an interest in the partner institution. This will facilitate greater cooperation in international research, and will allow for the linkage to expand into new areas. Interviewees also mentioned that it was important to have an interpersonal relationship with the staff that will be administering the linkage. The interviewees mentioned that these relationships will allow for the partnership to function with less bureaucracy, and that problems would be solved more easily.

Among the other institutional attributes were programs offered for foreign incoming students. The participants discussed the importance of the services available to foreign students, since their status requires that they have special services available for them. The research an institution is known for, as well as the ranking of an institution on a global assessment scale, are other attributes named by institutions as important. Finally, the mutual benefit of the linkage and the strategic importance of the alliance were also considered important attributes of a potential linkage between two institutions. A summary of this information follows in Figure 4.14.

Figure 4.14: Institutional Traits Sought by Universities

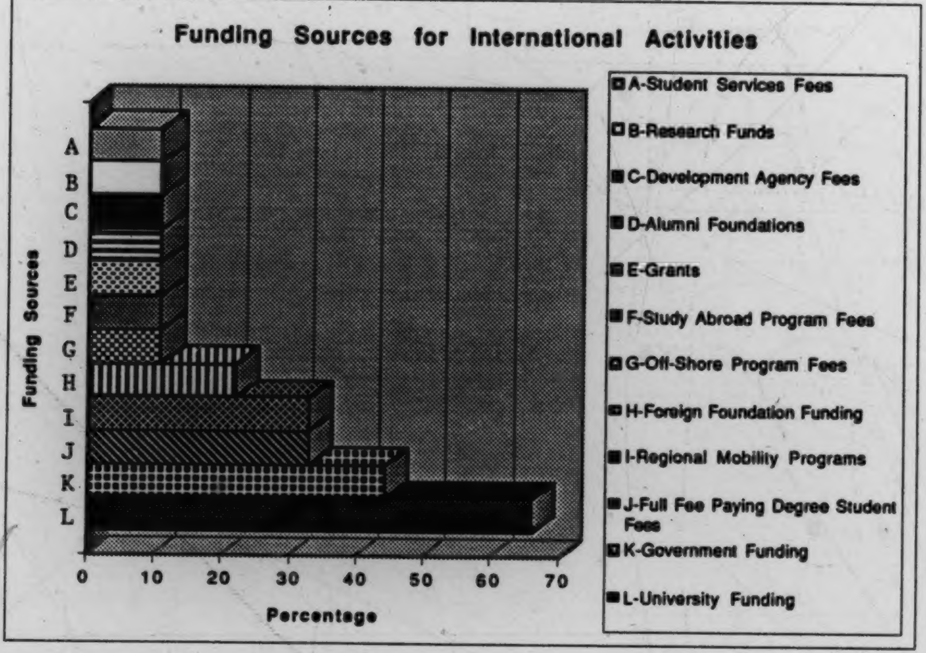


SOURCES OF FUNDING FOR INTERNATIONAL PROGRAMS

In order for international programs and activities to progress, appropriate funding is necessary. This funding may come from several sources and may be dispersed among many recipients as well. Through interviews, participants were asked to comment on the sources of funding for their international programs. A majority of the responses indicated that the bulk of support came from university sources, that is, either from departmental or general university funds. However, in most cases, this funding was not sufficient and so other sources were sought such as government funding, mobility program funding, and fees from full fee paying foreign students. In some instances institutions have developed special programs and they receive funds directly from the fees for those programs. Some institutions use funding received from foreign foundations such as the Ford Foundation and the World Bank or even national organizations that fund international development work. Figure 4.15 illustrates the responses given by the interviewed participants.

Through the interviews, a discussion arose as to where the funding was going. Most of the respondents indicated that the funding was used towards the administration of international programs. This included the salaries of staff, travel allowances for staff, and the general operations of the structures that support international activities. However, 44% of the interviewed participants indicated that some of the funding went towards scholarship money for local students to have experiences abroad.

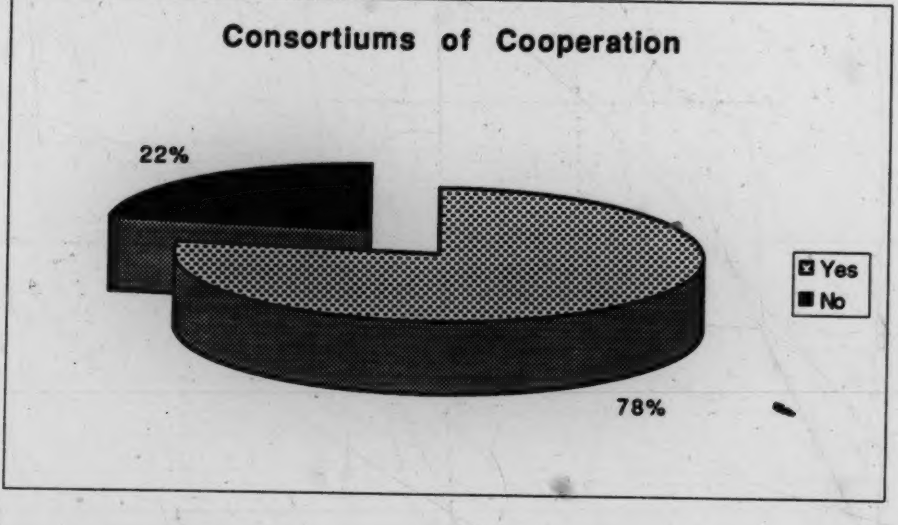
Figure 4.15: Funding Sources for International Programs



INSTITUTIONAL COOPERATION

As the process of internationalization continues to grow, institutions seek greater cooperation amongst themselves. The interviewed participants were asked to comment on the cooperation that exists among the universities within their home countries, to promote international cooperation. All of the institutions commented that to some degree there was cooperation towards the internationalization of universities. Some regions demonstrated a greater capacity to support international activities as a whole, while others demonstrated a very limited capacity to cooperate. In fact, at first some interviewed participants answered that there was no national cooperation, but after considering the question, they were able to refer to some form of cooperation. North America was the only region in which students were exchanged among the national universities within that region (See Figure 4.16).

Figure 4.16: Consortiums of National Cooperation



SUMMARY

This chapter described the current practices of institutions around the world related to the goal of internationalizing universities. It found that institutions have very similar interests and strategies, but it also demonstrated that institutions can have differing goals and values. I found that institutions have not yet given an official definition of internationalization, yet most institutions have prioritized the programs and activities they wish to conduct. As well, I found that institutions have recognized the importance of structural support within their own institutions, by outlining policies and organizational structures to guide the process of internationalization. In order to promote greater understanding among universities around the world, there needs to be additional research conducted in this area. If institutions are to pursue internationalization actively, then they need to have additional information about the process at other institutions. A major difficulty of this study, which should be kept in mind in future research, is that of communicating across cultures. Not all institutions define their programs and activities as others do and, therefore, the responses given in this study were sometimes unclear. Occasionally, no answer was given to a question. What institutions regard as important components for the process of internationalization represent valuable findings. This information can help institutions set international standards that will guide them when establishing partnerships with institutions around the world.

CHAPTER FIVE

Discussion

The final chapter provides a summary of the significance of the findings for institutions in their pursuit of internationalization and a discussion of the implications of those findings. Institutions are discovering that it has become essential for them to make informed and, therefore, strategic decisions regarding the process of internationalization. It is only this informed decision-making that will allow institutions to come together and create international standards of excellence to which institutions can aspire. So far, this study has described the understandings of people working in international programs in an attempt to get at the internationalization practices of institutions. This chapter will look at the implications of those practices for institutions and for the process of internationalization in general. The trends found in this study must be viewed in relation to the contemporary emphasis on globalization. As well, conclusions and recommendations for further study will be addressed, in the hope that this study will suggest research in other aspects areas of internationalization.

FINDINGS

The purpose of this study was to examine the programs, activities and policies of universities which have taken an active part in the process of internationalization, and this brief summary of the findings will give an idea of the state of internationalization. Such an examination allows for a better understanding of how universities pursued the internationalization of their institutions and, therefore, provides some insight into what institutions value at an international level. Through a survey, questionnaire and interviews, universities from several geographical areas around the world responded and gave a picture of the international activities being carried out at their institutions. The participants were enthusiastic about the study and, through their participation, demonstrated that internationalization is a high priority.

Definitions of Internationalization:

Participants were asked to comment on the definition of internationalization and provide a copy of any definition that their institutions were using as a guide for the programs, activities and policies being carried out. One of the most significant findings of the study is that there are very few institutions that have a clear definition of internationalization. The participants who were also interviewed were able to provide a personal definition of what internationalization meant for their institutions, yet only a few participants were able to provide official written statements.

Of the definitions that were provided, the one characteristic that received the most support was the internationalization of the curriculum. In fact, 77% of the interviewed participants listed this characteristic as part of their definition of internationalization. This is an important finding, as internationalization of the curriculum scored low in terms of priorities for institutions. When asked to prioritize curriculum development, only 22% of institutions believed that it was a very important contributor to the process of internationalization, while 39% stated that it was only a somewhat important activity for their institution. Thus, institutions feel that it is an important enough factor to include in their definitions of internationalization, yet it is not important enough to be a major part of the internationalization strategy for their institutions.

Primary Work Designation of Participants:

In the initial survey that was sent to participants, they were asked to identify their designation at their institutions, either as administrator or faculty. The majority of the respondents replied that they were considered administrators, indicating that faculty members are in the minority within this process of internationalization. This is an interesting situation given the responses that participants gave when asked to prioritize the internationalization of faculty. Participants indicated that faculty contacts are an important factor when establishing new linkages, however the internationalization of faculty, as an active way to educate faculty in the process of internationalization, scored very low as a priority. Participants were asked to rank the importance of faculty development seminars, and only 4% of respondents indicated that this was a very important aspect to the process of internationalization while 52% of the respondents indicated that the development of faculty was somewhat important. Therefore, it is clear the institutions are not concerned with developing educational seminars that would educate their faculty as to the process of internationalization.

Programs and Activities:

The participants were asked to name the programs and activities that their institutions currently practiced in an effort to internationalize their institutions. The results were grouped according to geographical regions and it was interesting to observe the extent of consensus among the regions. Australian universities have been very successful with their international programs and it became evident that the consensus and cooperation that exists among Australian universities contributes highly to this success (Jarvis, 1997). In their responses, the Australian participants all indicated that they largely run the same types of programs and they work together to make these programs a success. There are, of course, differences among the institutions, but their similarity contributes to the widespread success of their programs.

There seemed to be a consensus, among all of the regions, that student exchange programs and foreign student services were programs that were carried out by all institutions. This parallels findings in a study conducted in the Netherlands, which indicated that policy and practice are directed mostly to outgoing student mobility (van Dijk, 1995). However, what is interesting to note are the programs which are missing from the list that institutions provided for the study. For example, through the survey and questionnaire, participants from the UK indicated that they do not have any global education programs at their institutions and, as well, curriculum development was another program that was missing from these institutions. Thus, it becomes evident that the UK institutions are looking to internationalize their students by giving them an experience abroad, or by allowing them the opportunity to study with foreign students on the campus and not by internationalizing the academic programs of study. What happens to those students who cannot participate in international programs? In a global society should not an institution be concerned about the international dimension for all its students and not only for those who can afford an international experience?

This study found that Asian institutions were very interested in international research and project work but not very much in the development of an international curriculum. It is evident that Asian institutions prefer to give their students an international experience by sending them to study abroad or by associating with foreign students who study at their institutions, much like the UK institutions. The Asian institutions indicated they had student exchange programs and services for foreign students, however, only 50% indicated they had global education programs and only 25% indicated they were involved in curriculum development.

Priorities:

As the literature review pointed out, institutions have indicated that student exchange programs are the most important ones for institutions. However, the findings of this study indicate other important points. When asked to discuss the definitions of internationalization, participants cited curriculum development in every case, however only 22% of institutions listed curriculum development as a priority for the process of internationalization. As well, this study found that 4% of institutions surveyed had an internationalization committee that directed the internationalization efforts of an institution. However, 52% of institutions ranked internationalization committees as a "very important" or "important" activity carried out as a part of the process of internationalization. It is clear, then, that there is a difference between the rhetoric of institutions and the policies and programs that are actually practiced.

Structures that Support International Activities:

Aitches and Hoemeke (1992) pointed to the lack of coordination within institutions towards their internationalization strategies. In fact, the lack of institutional commitment to a strong international dimension has prevented many of them from reaching their international potential. When the participants were asked to comment on the structures that support international activities, there was some agreement but there were some interesting differences as well. All interviewees had an Office of International Affairs that conducted different types of international activities. However, only 22% of the respondents indicated that they had an internationalization committee to direct and coordinate the international activities of the institution as a whole. As well, some institutions indicated that they had a separate administrative body that deals with international policies. Of the participants interviewed, 44% mentioned that they reported to an independent senior administrator who was specifically in charge of international affairs. Thus, as the literature has indicated, institutions largely do not have structures that coordinate their international activities, but institutions are moving in the direction of coordinating those structures.

Policies that Support International Programs:

This study found that the majority of the participating institutions have written policies regarding the internationalization of their universities. These findings are similar to those of Rudzki (1995) in his study of the process of internationalization of British business institutions. These policies have often taken the form of specific goals which institutions have set to help them achieve the internationalization of their campus. In some cases, they were also listed as general comments about the importance of an international perspective for individual institutions. As well, the majority of institutions that provided written policies, were also able to provide strategies on how they intend to achieve a higher level of internationalization. Some institutions were able to provide copies of the international policies and strategies and, in some cases, it was observed that institutions focused their attention on regions of the world and not the world as a whole. For example, European institutions demonstrated their bias to work within the European Union through specific internationalization policies directed solely at that geographical and economic region.

Key Performance Indicators and Targets:

Institutions were asked to comment on the key performance indicators used by their institutions to assess their international programs and activities. Participants also were asked to indicate any targets that institutions want to achieve in order to participate more effectively in the process of internationalization. This study found that institutions, in many cases, have only set key performance indicators for the programs that are the most popular and easy to assess. For example, almost all of the participants indicated that they had set a key performance indicator for student exchange programs, these being either the number of students participating in the program or the number of linkages that existed within the program. Additionally, popular programs, such as student exchange programs, also had targets set that institutions were encouraged to achieve. However, for other programs such as curriculum development, key performance indicators may have been set but very few participants were able to provide actual targets that their institutions have established to guide their program's success. Again, the targets generally were for the more popularly used programs such as student exchanges and study abroad programs.

Criteria Used for Calculating Statistics:

As institutions work closer together, and in certain regards compete against each other for international recognition, it is important to have information regarding the way each institution gathers statistics. According to the most common statistic found in documents such as Open Doors (1996), the numbers of students who are sent abroad each year is the most common statistic used to measure the international success of institutions. This study sought to gather information as to what criteria institutions use to calculate how many students are sent abroad each year. It was no surprise that the number of students participating on student exchanges was the most common criterion used by 88% of participating institutions. This criterion underlines that study abroad programs are the most common program used by institutions in their pursuit of internationalization. However, this study discovered that some institutions are also using international work placements, offshore programs and the numbers of students that are studying abroad on their own initiative, as measures of the success of institutions.

International Attributes Sought by Institutions:

One of the areas that lacks research has to do with that which institutions look for when establishing new international partnerships. It was exptected that institutions would be interested in the academic programs of study of the institution and the reputation of the university as well. However, this study found that institutions are becoming more interested in the existing exchange agreements that a potential partner may have as a key attribute of an institution. Interviewees commented that institutions that have many linkages around the world find it difficult to give attention to individual agreements. Often times, agreements may wane and become inactive without the partner institution having noticed or having taken the time and initiative to activate the linkage. Another finding was the attention given to the interpersonal relationships involved in an agreement. Participants who indicated that this was an important characteristic mentioned that interpersonal relationships are the mechanism that will allow an agreement to function without major barriers. It is the relationship among units within institutions that will allow for problems to be solved more efficiently and effectively. The bureaucracy of large institutions should not become a barrier to the development of an existing partnership, and collaboration may be more easily facilitated towards the internationalization of institutions.

Sources of Funding for International Programs:

Funding for international programs generally comes from the institution itself and may be dispersed directly to the international programs or to departments which then allocate the funding for international programs. However, this study found that institutions are looking for other sources of funding. At least one of the interviewed participants indicated that his institution sought funds from foreign foundations such as the World Bank and the Ford Foundation. Both of these organizations have been generous supporters of international research and development (International Research Development Centre, 1997). These funds were then used to finance international programs and activities that would involve cooperation between institutions in developed and developing countries. Another finding of this study is that there was a reinforcement of the reality that there is generally very little funding for students who wish to undertake an international experience. Only 44% of the participating institutions mentioned that they directed funding to student scholarships. Out of these participants, the majority came from Australia. This points out that many institutions are not supporting their students through financial aid in order for them to gain an international experience.

Institutional Cooperation:

As institutions become more concerned about the process of internationalization, they are looking to form consortiums of cooperation with other institutions in their home countries. Research into new areas of internationalization have evolved from these consortiums. All institutions interviewed indicated that there was some form of national cooperation that exists in their home countries. Some consortiums included all national universities, while others also included government organizations and financial institutions. Some consortiums met on a regular basis and held international conferences to share information and ideas and promote international cooperation, while others promoted specific interests such as religious or regional cooperation, such as ERASMUS. Some consortiums were more powerful than others, and demonstrated that they had strong influence on the direction of the international strategies of institutions. However, this study found that only the institutions in North America practiced exchanging students amongst themselves as a form of cooperation towards the internationalization of students.

IMPLICATIONS

Although there has been more research into the area of international education in recent years, there has been very little research that links social and political theory to the current practices within this international arena. It is essential to place the trends of internationalization of institutions within a larger context. Globalization, as a social process which has engulfed nations, has created a social context in which the process of internationalization has taken priority. By placing the trends of institutions within the context of globalization, this study is attempting to explain the motivation behind the activities of institutions. It is not the purpose of this study to analyze sociologically the process of internationalization or to take an ideological position on this issue, but rather to explore some possible explanations for the trends that are emerging in the internationalization of institutions. Before the trends are placed in any societal context, it is important first to discuss the implications of the findings of this study.

Implications of the Research:

This study illustrated some important patterns regarding the current practices of institutions, and these findings led to some important implications for institutions working towards internationalization. First of all, this study found that few institutions have definitions of the process of internationalization. If institutions do not have a definition to guide their international strategy, then how do institutions propose to attain support from faculty, staff, students and outside organizations? Institutions that lack a definition cannot explain or justify the process that they are proposing (Knight, 1996). Thus departments, faculty and staff who wish to become a part of the international programs may take on their own direction and implement programs that are contrary to the international strategy of the institution. Too many competing priorities for scarce resources are a barrier to the process of internationalization (Knight, 1996). Aitches and Hoemeke (1992) pointed to the fact that most institutions lack the coordination among departments and faculties essential for a strong international dimension. A definition of internationalization would also help institutions focus their attention on the goals they wish to attain. Informed decision-making is impossible if an institution cannot articulate the purpose of its activities and policies. This will also become important as institutions seek to become internationally recognized.

The fact that many institutions do not have a clear definition of the process of internationalization also indicates that there are many areas that are being neglected within this process, such as curriculum development, faculty development and structural organizations. In fact, if international activities are sporadic and not coordinated, the institution will find it difficult to proceed with the process of internationalization (Knight, 1996). This study points out that the professional development of faculty at institutions is not a priority for universities. In fact, many institutions do not carry out any programs that educate faculty members about the importance of internationalization for the institution or the international direction that the institution would like to take. Participants in this study have indicated, however, that faculty members are an important part of any institutional approach to internationalization as they fortify the cooperation between two institutions. Research, funding, programs and general support for international efforts are all aspects to which faculty members can contribute. However, if the faculty members are unaware of the process of internationalization, institutions can hardly expect them to take an interest in a process in which they have not been included. As well, if faculty are not themselves knowledgeable about internationalization, then how can they contribute to partnership development between institutions? How can faculty contribute towards the internationalization of the student body, if they themselves do not possess an international perspective? Effective delivery of international programs will depend on faculty members and their attitudes, skills and knowledge (Davies, 1995). Participants indicated that faculty members are an essential part of the internationalization process and institutions need to recognize this by placing the internationalization of faculty as an active priority. International standards will only be set once institutions have developed a common language of operation, of which faculty must be a part. The lack of experience, expertise or diversity in faculty are a serious impediment to internationalization (Knight, 1996).

The institutions which participated in this study all indicated the programs and activities that were a priority. It becomes evident that institutions have given priority towards programs that will increase their visibility in the international arena. Programs such as student exchanges and international research projects not only help to internationalize the students who participate in the programs, but they also help to increase the international visibility and recognition of an institution. Universities demonstrated in this study that they did not have a large interest in supporting programs of low international visibility, such as global education programs and curriculum development. Yet these programs and activities would help to internationalize both faculty and students, an integral part of the process of internationalization (Collins, 1995).

Unfortunately, institutions have not placed the internationalization of their own local students as a priority over the institutions' international reputation, causing many students to miss out on having an international experience. There are many students who cannot afford to participate in overseas international programs and their only opportunity to add an international dimension to their university education is by accessing an academic program with an international component (Collins, 1995). This is where global education programs and curriculum development become an essential international tool for an institution and for the students. However, is it enough just to have local students mix with foreign students or should the program of studies also have an international component? Should institutions attempt to develop global citizens who have not had an international experience?

International research, student exchanges and recruitment of foreign students are all programs and activities that not only increase an institution's profile but they are also an income producer for the institution. This aspect of the process of internationalization reveals that institutions have a large need to create funding options for their programs. Many of the participants of this study indicated that they had to seek funding from other sources in order to maintain and expand their international activities. Thus, many institutions have been forced to initiate programs that will be an income generator in order to have additional funding available for their programs and offices (Aitches and Hoemeke, 1992). Given all of the financial hardships experienced by institutions, this is a reality with which all institutions and students need to deal. As institutions find themselves under financial restraints, outside sources of funding are the only alternatives if international activities are to continue.

This study also revealed that institutions generally have not set key performance indicators or targets for the majority of their programs. Often institutions indicated that key performance indicators were set but the targets were either unknown or did not exist. This is partially due to the fact that some institutions have assigned their international programs to different departments and each department keeps its own statistics. If institutions do not set targets for their programs, how do they intend to justify their programs to funding bodies? More and more, quantitative data are required by sponsors. Today, institutions are being asked to create these indicators as a means to rank their programs against those of other institutions. As institutions search for their place in the international arena, they are having to justify their programs with quantifiable data. Knight (1996) points out that institutions are now beginning to recognize the importance of these indicators. Many of the participating institutions indicated they are working towards setting these indicators. Setting key performance indicators and targets is the first step towards setting international standards of recognition for institutions.

Increasingly, institutions have come up with policies and strategies that will help direct their efforts towards their internationalization. However, some of the policies mentioned in this study related directly to the regional priorities of institutions, instead of world-wide policies. The European community is a good example of regional cooperation "designed to assist the European dimension of internationalism" with programs such as ERASMUS, COMETT, ESPRIT (Davies, 1995). It becomes evident that some institutions have placed their geographical regions ahead of other regions around the world, and this has had implications for program development and funding. Only programs within a particular region have received the attention of institutions. For example, student exchanges tended to be within that region and funding was provided to motivate staff and students to work within that region as well. It is partly due to this regional mentality that some institutions are very careful with whom to sign new agreements. As institutional cooperation grows, other institutions must understand this regional mentality and include it as an important aspect of the process of internationalization.

When it comes to establishing new linkages with institutions, it is clear that part of the success of an agreement will depend on the people who administer it (Brown, 1997). Some participants in this study indicated that the interpersonal relationships involved in an agreement were an important consideration when arranging new cooperative ventures. This has several implications for institutions. If an institution recognizes that linkages are strengthened by interpersonal relationships, then it will have to allocate part of the budget towards the development of these relationships. This will include funding for conferences, for site visits, staff work exchanges and other programs which will strengthen these relationships. Today, funding is available for travel but it has generally been given to the senior authority figures for international programs and activities and not necessarily to those in charge of the daily administration of the programs. In the past, funding has not always been given to those people who can best promote the programs to the students and faculty who would be the chief clientele for the programs. Successful promotion of international programs is an important factor as institutions seek international recognition (Brown, 1997).

Linked to the idea of lack of funding, institutions have not prioritized funding for local students to participate in international programs. Largely institutions have left the financial issue with the students and their families and what has resulted is that often times only students who come from affluent families are able to participate in international programs and activities. Many students must work at the same time as they study, and so they cannot afford to participate. As well, given the added pressures these students must face, their grades may suffer as a result. It is a disturbing thought that students who could potentially benefit the most from international programs, do not have access to them. Hence, by not increasing the amount of funding available to students, international programs are risking becoming elitist programs in which only the most affluent students are able to participate. "Student exchanges and international education must be conceived in terms of peoples talking to peoples, not elites talking to elites" (Scott, 1992). It is not enough to encourage students to have an experience abroad, but institutions need to take an active role in creating new options for funding. Through developing international funding sources such as scholarships, or by offering more cost effective programs or by the diversification of program types, institutions can increase the numbers of students who go abroad (Aitches and Hoemeke, 1992). As this study found, many programs assess the success of the programs by the numbers of students who participate. If participation rates decrease, so will the international reputation of the institution. Thus, this is an issue that institutions must take seriously if they are to create a consensus as to international standards of excellence.

Internationalization within Globalization:

The process of globalization has been growing in strength since the Second World War, when nations recognized the need for greater global cooperation. The boom of the post-war era allowed for a consensus on an international level (Marchak, 1991). It was during this time that there developed international organizations which aimed to guide the world order into a new time of peace and cooperation. Organizations such as the United Nations, the World Bank and the International Monetary Fund are examples of such international organizations. Over the last decade, the process of globalization has been receiving more and more support from nations. Thus, globalization has had an effect on the policies of nations, as they maintain a global perspective to problems and problem-solving (Marchak, 1988). As the process of globalization maintains its strength in influencing the direction of institutions and organizations, it will also have an effect on the process of internationalization. This analysis is not the only one that provides a possible explanation for the trends in international education, but rather it provides a point for discussion.

The global society, such as the one in which we are living, has several characteristics which need to be identified. In many instances, these characteristics have a strong influence on the direction that higher educational institutions take (Manzer, 1994). There is currently a rise in fundamentalist thought, where societies are returning to traditions and conservative ideologies (Marchak, 1988). While at the same time institutions and organizations are advocating conflicting policies that will allow the market to regulate the state, and transcend established boarders. In addition a coalition of forces is gathering to allow the corporate sector to direct and provide services for citizens in areas that were formally provided by the social welfare state. Marchak (1991) argues that in many instances big business has come together with the more traditional organizations in an uneasy coalition to advocate a more disciplined society. Part of the effect of this globalization process, she claims, has affected educational institutions, especially at the level of higher education. There has been a reduction of public spending on education which has caused the downsizing of institutions and in some cases the privatization of educational institutions. Marchak (1991) presents the developments of the last 15 years in Britain as an example of these trends towards privatization. It is in this context of globalization that the current trends in international education will be discussed.

Given the nature of higher educational institutions, and their close ties to a nation's interest, they are directly affected by the social and economic realities of the society in which they operate (International Research Development Centre, 1997). Under the restraints placed by public funding, such as downsizing and cutbacks, institutions are finding that they have to operate with less funding, yet they are expected to maintain and improve their levels of academic excellence (Scott, 1992). Thus institutions have been forced to move into closer partnerships with organizations, such as with those in the corporate sector (Aitches and Hoemeke, 1992). These new alliances may force institutions to change their priorities and, in some cases, their focus to mirror those of the corporate sector. This change has affected many areas of the university, including the internationalization process of the institution. The business community can provide a source of funding and institutions can provide a pool of workers that have international savvy (Aitches and Hoemeke, 1992). This may explain why partnerships between the corporate sector and educational institutions have become prevalent.

Additionally, as institutions look to set international standards of recognition that can be measured by quantifiable data, they are demonstrating that a focus on a humanistic approach no longer adequately legitimizes higher education which now requires accountability measures. This may result from the influence of the mentality of elements within the corporate sector that only quantifiable data can justify an institution's existence. "Much existing research focuses on student mobility as the most accessible and quantifiable index of internationalization" (de Witt, 1995). This study shows how these trends are reflected in institutions. By giving importance to key performance indicators and by asking institutions to set targets for the programs as measures of success, this study is recognizing the relevance of quantifiable data as a measure of success. As well, as institutions search for international standards of excellence, they are also giving increased importance to quantifiable data as the best method of assessing the academic worth of an institution.

As higher education institutions continue to be influenced by the ideology of the corporate sector, market-led education begins to emerge as part of the internationalization strategy of institutions. As institutions search for ways to fund their programs, the trends in globalization have provided them with an opportunity to sell their educational programs overseas. In many instances the purpose of schooling has been refashioned around the principles of the marketplace (Aronowitz and Giroux, 1993). International conferences focus their attention on the best possible marketing strategies that will allow them to permeate other educational systems. Education is now valued by many organizations, such as the World Bank, within a production function paradigm (Lauglo, 1996). This idea of market-led education has had several implications for the process of internationalization as institutions have prioritized the recruitment of foreign students to their home campuses. Thus, as this study found, services for foreign students is a priority for almost all of the participants. Foreign students, in almost all cases, pay differential fees for their studies, which generates income for the institutions. As well, the recruitment of foreign students will allow for local students to have the opportunity to interact with students from different countries. Hence, institutions have decided that they do not need to focus their attention on the internationalization of the academic program of studies in order to give students an international experience. As this study found, many institutions in Asia and the UK consider the presence of international students as enough of a factor to internationalize local students who can not afford to go overseas.

Part of the idea behind market-led education has allowed institutions to implement offshore programs in other countries as well as branch plants of institutions, which are being opened across the globe. Instead of training students within the institution's home country, faculty are being sent overseas to deliver segments of an institution's academic program of study. Thus, the term development aid has taken on a whole new meaning as market-led education has turned the international educational arena into a market of education services and the highest bidder will receive the best educational services for their country.

As well, trends in globalization are advocating closer ties between communities and their institutions that will allow for greater cooperation between nations. Universities and their international programs are among the best ways to foster closer relationships between nations and institutions are being motivated to move in this direction through funding for their programs. Universities are finding themselves involved in alliances that will help them achieve their institutional goals, including those that will help them achieve international recognition. Consortiums of cooperation between institutions have emerged in most nations to promote the process of internationalization and to foster research that will allow for institutions to create international standards of excellence. These consortiums often involve people from several sectors of society: educational institutions, government, corporate leaders and development agencies. Once all of these organizations are involved, the priorities and values of each of these areas need to be represented by the consortiums. Australia is a good example of a country that has made its institutions strong players in the international arena, due no doubt in part, to the national cooperation consortiums that exist.

As well, institutions are being directed to work within certain geographical interests. Currently the global market is advocating regional cooperation among nations, and this sense of cooperation has affected the practices of institutions. This study found that some of the participants had a very regional focus for their internationalization efforts, particularly in Europe. European institutions had direct policies for increased cooperation within the European Union. As well, it was observed that Australia had a particular interest in Asia, as did North America. Many policies and strategies that have been articulated in this study reflect the intent of institutions to pursue greater cooperation with specific geographical areas of the world.

In this section I have placed the actions of institutions in their pursuit of internationalization in the larger societal context of globalization. It cannot be denied that nations, institutions and organizations are working closer together to promote global interests, but institutions are also searching for their place within this global context. This is the reason for the search for international standards of excellence to which institutions can aspire.

CONCLUSIONS

This study sought to identify the current trends in the process of internationalization of institutions around the world. Institutions responded by giving information regarding their policies, strategies, programs and activities that facilitate the internationalization of their institutions. This study identified issues surrounding the process of internationalization and discussed their significance within changes to the global community. This study found that if institutions are to pursue international standards of excellence, then they must create an international language of cooperation based on accurate data.

The process of internationalization has had many interesting effects on institutions. Primarily there has been a tremendous amount of growth in the interest of faculty and students in the process of internationalization. Both students and faculty have come to realize that today students must be able to deal with the social, political and economic realities of an international society (Fraser, 1995), and in order to cope with this reality, students must acquire international experience either through direct participation in international programs or through the programs they study at university. Students today are actively seeking international programs that will meet their professional, academic and personal interests, forcing institutions to create international programs as part of basic university education.

Institutions are now actively using their international programs and activities as part of their recruitment tools to attract local and foreign students. Market-led education has taken on many forms and the internationalization of universities has added an additional attribute where institutions can sell their international programs. Thus, institutions are actively working towards increasing their international programs and activities, causing a myriad of international programs to emerge. Students and staff now have the option to participate in study abroad programs, work or internship placements, teaching programs, and other programs that involve them in an international society.

This study points to several important strategies for the internationalization of institutions, their students and faculty. The following strategies are recommendations that institutions should consider when taking part in this process:

1. If institutions are to initiate a process that will allow for policies and programs to be created with an institutional goal in mind, then they must define what internationalization means for their institution. This will allow institutions to remain focused on mutual goals.

2. If institutions are to increase the numbers of students participating in international programs, then they must create more funding opportunities for local students to participate in international programs. This will allow institutions to reach their goal of creating global citizens who can actively work within a global society

3. If institutions are to make it a priority to add an international dimension to the students' academic program of studies, then greater efforts need to be placed on developing global education programs and curriculum development allowing all local students have access to an international education.

4. If institutions are to develop effective and stimulating programs, then they need to create an organizational structure that will coordinate all of the programs and activities they carry out towards their internationalization.

5. If faculty members are to contribute to the success of future international activities, as well as to the internationalization of the student body, then the educational development of faculty members is essential.

Finally, this study has shown that only limited research has been done in the area of international education, especially in areas outside the United States and Europe. In many regions around the world there are some very innovative programs and activities, and researchers are only just taking interest in them. Today, with increased attention in the process of internationalization, researchers are being encouraged to increase the amount of information that is available regarding this new and booming field. Increased awareness and education surrounding this area will allow institutions and other organizations to understand this process and design policies that will give institutions the opportunity to find their place within an international society.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study focused on the international policies, activities and programs of universities around the world and it is hoped that it represents a contribution, even if only a modest one, to that which needs to be researched. To begin with, this study sought to explore the international activities of institutions around the world, but it would also be worthwhile to do a national analysis of institutions. That is, a study could focus, for example, on the international efforts of institutions from specific countries such as Canada, Mexico, and Korea. The research that currently exists explores traditional areas of international activities such as the United States, the United Kingdom and Europe, but it would be interesting to see how other national universities compare to each other.

It would also be useful to conduct a comparative analysis of North American approaches to internationalization versus the approaches of other regions. A study could focus on the similarities of policies and strategies, while also highlighting the differences among systems. A continental distinction could be of interest for institutions which are focusing on a particular geographical region. An analysis of the polices of institutions would be of particular interest to institutions which have not yet designed policies for their internationalization efforts. As well, as institutions work cooperatively to set international standards of recognition, an in-depth analysis of the policies of institutions will be required, if informed decision-making is sought. This study has only identified the institutions which have policies and those which do not, whereas a further study should be conducted as to the relevance and success of these policies.

Finally, a separate study should be conducted to attempt to explore the relationship between the corporate sector and institutions given the current globalization trends. This study could focus on how much influence the corporate sector has regarding the international policies of universities? How do the performance indicators of institutions mirror those reported by big business? Additionally, a study on this topic could discuss the various issues and repercussions that emerge for programs that use funding that comes directly from the corporate sector.

SUMMARY

This study has brought together information regarding the international policies, programs and activities of universities around the world. The findings should provide institutions with the ability to make more informed and strategic decisions regarding the process of internationalization. These decisions, in turn, will allow institutions to work together and to find a common international standard of excellence to which they can aspire. As institutions search for their place within the international arena of higher education, it is essential that they have accurate information about the practices of other institutions around the world. Once a common language of cooperation is established, institutions will be more able to create educational settings that will elevate their status and enhance their reputation as international institutions.

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Appendix 1: List of Participating Institutions

Chiba University, Japan
Edith Cowan University, Australia
International Christian University, Japan
Lancaster University, United Kingdom
McGill University, Canada
McMaster University, Canada
Middle East Technical University, Turkey
New Mexico State University, United States
Orebro University, Sweden
Philipps University, Germany
Royal Holloway, University of London, United Kingdom
Royal Melbourne Institute of Technology, Australia
Tilburg University, The Netherlands
Universidad de las Americas-Puebla, Mexico
Université Catholique de Lille, France
Université de Montreal, Canada
Université Laval, Canada
University of Alberta, Canada
University of Dundee, United Kingdom
University of Jyvaskyla, Finland
University of New South Wales, Australia
University of Queensland, Australia
University of Toronto, Canada
University of Wales, Swansea, United Kingdom
University of Wollongong, Australia
Uppsala University, Sweden
Yonsei University, Korea

NB: I was fortunate enough in receiving and using documents from some of these institutions. Given the confidential nature of these items, they are not included in the Bibliography.

Appendix 2: Letter Requesting Participation in Survey

February 12, 1997

Dear XXXX,

Greetings from the University of Alberta. My name is Genevieve Fruhbrodt and I am the Exchange Advisor for the International Centre at the University of Alberta. As well as working for the International Centre, I am also completing a Master's Degree in International Education.

I have enclosed a survey that is concerned with identifying internationalization trends in universities today. I am conducting a comparative study of the international activities of universities, focusing specifically on the range of activities carried out by institutions and their success rates. The results of this study will help to provide criteria to be used for developing a resource guide which could be used to better understand the dynamics of partnership development between institutions around the world. Your participation in this study is particularly important as your experience in the administration of international programs will contribute significantly towards a comparative view of the implementation and measurement of international activities. Your responses will be kept confidential and no correlations will be made between institutions and their responses. In order to further protect your anomity, there will be at least two institutions participating from your country. However, generalizations will be made as to the general trends which may appear as a result of my study and those generalizations will be discussed according to regional areas.

It will be appreciated if you will complete the enclosed survey and consent form before March 15, 1997 and return it in the envelope that has been provided. A Consent to Participate form has been included to allow you to indicate whether or not you are willing to participate in this study. This study will involve you in three ways. The first will be this survey, secondly you will receive a list of criteria to rank and thirdly you may be asked for a personal interview. The second and third parts of this study will require a minimum of your time. Consent to participate in this study will require a commitment to the other two parts of this study as well. I would ask that you return the Consent to Participate form via fax within 5 days of receiving this letter and then include the original signed form with the completed survey in the self-addressed envelope.

I welcome any comments or suggestions you may have concerning any aspect of the process of internationalization which may not have been covered in this survey. I would be pleased to send you an executive summary of the research project once it has been completed if you desire.

Thank you for your cooperation,

Genevieve Fruhbrodt
Exchange Advisor

Appendix 3: Consent to Participate Form

Consent to Participate

Thank you for completing the suvey, please send it back via fax to:

Genevieve Fruhbrodt
Exchange Advisor
International Centre
University of Alberta
Fax: 011-1-403-492-1134

Please return the original signed form with the completed survey in the envelope which has been provided before March 15, 1997. Please print your name and institution and circle if you intend to participate or opt out of the study.

I ______________ from the __________________ consent
(print name) (university name)
to participate / opt out of the study on the internationalization of universities.

(signature)

(date)

Appendix 4: Letter Requesting Participation in Questionnaire

April 10, 1997

Dear XXXX,

Thank you for agreeing to participate in my study regarding the internationalization of universities. After reviewing Part I of my survey I found the results to be very interesting and I am looking forward to sharing my results with you.

I have enclosed the second part of the survey that is concerned with ranking the activities which you listed as being carried out by your institution. The results of this part of the study will help to give us an indication of the level of consensus among universities regarding the different programs that exist. This information will also be used when developing a resource guide which could be used to better understand the dynamics of partnership development between institutions around the world. Your participation in this part of the study is as important as the first part, since it is your experience and knowledge of international programs that will contribute significantly towards a comparative view of international activities. Just to remind you, your responses will be kept confidential and no correlation will be made between institutions and their responses. Part II of this study has been designed to take up a minimum of your time, so please take the time to complete it.

It will be appreciated if you will complete the enclosed survey before May 5, 1997 and return it in the envelope that has been provided. Once I have received this information, I will inform those people with whom I feel I will need a personal interview. I know that many of you plan to attend the NAFSA Conference in Vancouver in May, and I hope to use that time to conduct the interviews. Feel free to fax the survey to me first, but please ensure that you mail the originals in the envelope that has been provided.

Thank you for your cooperation,

Genevieve Fruhbrodt
Exchange Advisor

Appendix 5: Survey

Internationalizing Universities: Understanding the Trends

Part I

In this global era, universities are placing greater emphasis on international activities. Together, a graduate student in International Education and the International Centre at the University of Alberta are investigating what activities institutions are supporting towards the internationalization of their campuses.

The following few questions will probe the scope of international activity at your institution and what yardsticks are employed to measure the success of the activities.

Please answer the following questions as accurately as possible and remember that all information released in this survey will be held in complete confidence. Your responses will be pooled to enable a determination of trends that may emerge.

Thank you for completing and returning this survey by **March 15, 1997** in the envelope that has been provided. Your assistance in taking the time to complete Part I of this research project is appreciated.

University
of
Alberta

Internationalizing Universities: Understanding the Trends

Please complete the questions with a check mark or write in your responses.

1. Date: ______________________________

2. What is the name of your University? ______________________

3. What is your name? ______________________

4. What is your position? ______________________

5. What is your primary designation at the University?

☐ Faculty ☐ Administrator ☐ Other

6. According to current literature, the following are programs and activities used by universities to internationalize their campuses. They are listed in no particular order. Check off the programs and activities that your university offers that contribute to its international dimension. Please add any programs that have not been mentioned. Take as much space as needed.

	Yes	No
a. Student Exchange Programs	☐	☐
b. Foreign Student Services	☐	☐
c. Global Education Program	☐	☐
d. Office of International Affairs	☐	☐
e. Academic Staff Exchange Programs	☐	☐
f. Study Abroad Programs	☐	☐
g. Curriculum Development	☐	☐
h. International Project Work	☐	☐
i. Joint Research Projects with Overseas Institutions	☐	☐
j. ______________	☐	☐
k. ______________	☐	☐
l. ______________	☐	☐
m. ______________	☐	☐

Please return by
March 15, 1997

7. Indicate the key performance indicators (criteria) used to measure the success of the aforementioned programs at your University and the target measurements that have been articulated to assess the success rates of the programs. For the targets, write "none" in the space if measurements have not been set and "unknown" if you are unsure.

Here is an example provided, taken from a recent American study.
Study Abroad Programs
Indicators: number of student participants Target: 10% of enrollment

a. Student Exchange Programs
Indicators: ____________________ Target: ____________

b. Foreign Student Services
Indicators: ____________________ Target: ____________

c. Global Education Program
Indicators: ____________________ Target: ____________

d. Office of International Affairs
Indicators: ____________________ Target: ____________

e. Academic Staff Exchange Programs
Indicators: ____________________ Target: ____________

f. Study Abroad Programs
Indicators: ____________________ Target: ____________

g. Curriculum Development
Indicators: ____________________ Target: ____________

h. International Project Work
Indicators: ____________________ Target: ____________

i. Joint Research Projects with Overseas Institutions
Indicators: ____________________ Target: ____________

j. Other: ____________________________________
Indicators: ____________________ Target: ____________

k. Other: ____________________________________
Indicators: ____________________ Target: ____________

l. Other: ____________________________________
Indicators: ____________________ Target: ____________

m. Other: ____________________________________
Indicators: ____________________ Target: ____________

Please return by
March 15, 1997

continued overleaf...

8. Does your institution have a written policy(ies) that directs your engagement in international activities? If so, please briefly outline what they are. In addition, a copy of your policy statement, if available, would be appreciated.

9. Would you like to receive an executive summary of the research results when they are available?

☐ yes ☐ no

10. Please feel free to add any additional comments which you feel would be of value to this study.

Thank you for taking the time to complete this survey.

Watch for Part II coming your way soon.

Please return by
March 15, 1997

Appendix 6: Questionnaire

Internationalizing Universities:
Understanding the Trends

Part II

Thanks for taking the time to complete Part I of my survey. All of your results have been tabulated to create the second part of the Survey.

Part I probed into the scope of international activity at your institution and what yardsticks are employed to measure the success of the activities. Part II is going to look at how you rank the activities according to the priorities that have been set by your insitution

Please take the time to complete the following list of activities. Part II has been designed to take up a minimum of your time. Remember that all information released in this survey will be held in complete confidence. Your responses will be pooled to enable a determination of trends that may emerge.

Thank you for completing and returning this survey by **May 5, 1997** in the envelope that has been provided. Your assistance in taking the time to complete Part II of this research project is appreciated.

Date: ____________________

What is the name of your University? ____________________

What is your name? ____________________

University
of
Alberta

Internationalizing Universities: Understanding the Trends

Please complete the questions with a check mark . Check your responses according to their ranking of importance for your institution. The following ranking scheme should be followed:

1-Very Important 2-Important 3-Not Applicable 4-Somewhat Important 5-Not Important

	1	2	3	4	5
a. Student Exchange Programs	☐	☐	☐	☐	☐
b. Foreign Student Services	☐	☐	☐	☐	☐
c. Global Education Program	☐	☐	☐	☐	☐
d. Office of International Affairs	☐	☐	☐	☐	☐
e. Academic Staff Exchange Programs	☐	☐	☐	☐	☐
f. Study Abroad Programs	☐	☐	☐	☐	☐
g. Curriculum Development	☐	☐	☐	☐	☐
h. International Project Work	☐	☐	☐	☐	☐
i. Joint Research Projects with Overseas Institutions	☐	☐	☐	☐	☐
j. English Language Centre	☐	☐	☐	☐	☐
k. Internationalization Committee	☐	☐	☐	☐	☐
l. International Friendship Program	☐	☐	☐	☐	☐
m. Offshore Delivery of Courses	☐	☐	☐	☐	☐
n. Faculty Development Seminars	☐	☐	☐	☐	☐
o. International Programs for the Disabled	☐	☐	☐	☐	☐
p. Joint Student Ventures	☐	☐	☐	☐	☐
q. International Summer School Programs	☐	☐	☐	☐	☐
r. Recruitment of Foreign Students	☐	☐	☐	☐	☐
s. Overseas Alumni Associations	☐	☐	☐	☐	☐
t. Twinning Programs	☐	☐	☐	☐	☐
u. Strategic Alliances with Foreign Universities	☐	☐	☐	☐	☐
v. Regional Exchange Consortiums	☐	☐	☐	☐	☐
w. Foreign Language Instruction	☐	☐	☐	☐	☐
x. Language Training for New Foreign Students	☐	☐	☐	☐	☐
y. Programs taugh in English (for non-English speaking institutions)	☐	☐	☐	☐	☐

Please return by
May 5, 1997

Appendix 7: Interview

1.What does the word internationalization mean for your University?

2. What are the structures that support international activities at your University?

3. What is the most important international activity for your University?

4. If asked to calcuate the numbers of students going abroad, what criteria would you use to calculate that figure?

5. When looking to establish new partnerships, what important attributes do you look for in a partner institution?

6. Do you have an International Office and if so, what role does this office play in the internationalization of your University?

7. Where does the funding come from for international programs?

8. Does your University have a written policy regarding the internationalization of your institution?

9. In your home country, what kind of national cooperation exists to promote the internationalization of universities?

Appendix 8: Curriculum Vitae

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Educational Background

1997
Master of Education in International Education
University of Alberta
Edmonton, AB, Canada

1994
Bachelor of Education in Secondary Education
Major: Social Studies, Minor: French
University of Alberta
Edmonton, AB, Canada

Work Experience

1994- Present
Exchange Advisor
International Centre, University of Alberta
Edmonton, AB, Canada

- development and delivery of support services to both Canadian and foreign exchange students
- administrative support and consultation for faculty, staff, students, parents and overseas partners
- project and program development within the Education Abroad Program
- conducting information session for on campus and community groups
- supervision and training of volunteers
- member of hiring committee for new part-time staff
- hosting of visiting exchange partners
- publicity and recruitment, specifically Study Abroad Fairs

Volunteer Experience

- member of Review Board for AISEC
- member of Advisory Committee for TransWorld Education Magazine
- presenter for Alberta high schools on international opportunities
- presenter for the 1996 Youth Summit: Youth in Action for Global Change
- presenter for the NAFSA Conference in May 1996 regarding International Education as a profession